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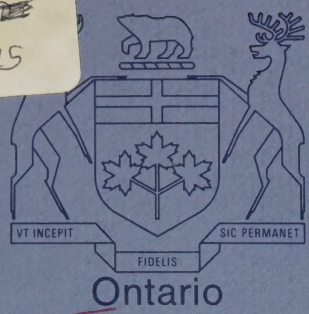


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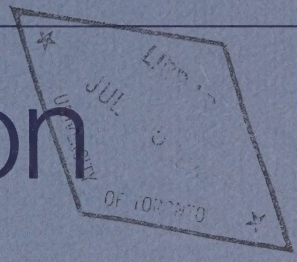
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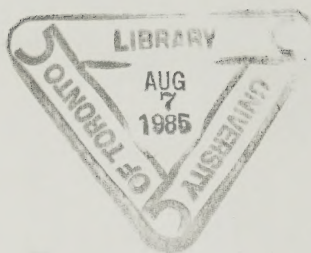
Education



The Report of the Minister of Education, 1973

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The Honourable Pauline McGibbon,
Lieutenant-Governor of Ontario

Madam:

It is my honour to present you with the Report of the Ministry of Education for the year 1973.

The report covers the period January 1, 1973 to March 31, 1974, in compliance with the directive of the Management Board of Cabinet that ministry reports be based on the fiscal year.

Whereas, in the past, reports of the Ministry of Education were based on the calendar year, they will henceforth be based on the fiscal year, April 1st to March 31st.

A major proportion of the ministry statistics that were contained in previous reports have been deleted from the present report and will be published in a separate document, Education Statistics, Ontario, which will be published annually.

As an introduction to the report on the activities of the ministry's branches and regional offices, I have taken this opportunity to inform you of the organizational changes that are taking place within the ministry in the light of similar changes that have occurred in the field of education.

Respectfully submitted,

Thomas L. Wells

Minister of Education

Contents

Introduction	5
Ministry Reorganization Continues	
New Communication Services Branch	
Appointments	
Council on French-language Schools	7
Communication Services	8
Education Development Division	8
Curriculum Development Branch	
Planning and Research Branch	
Provincial Schools Branch	
Teacher Education and Certification Branch	
Education Administration Division	12
Curriculum Services Branch	
Educational Exchange and Special Projects Branch	
School Business and Finance	
Supervisory Services Branch	
Regional Offices	
Administrative and Financial Services Division	17
Budget Services Branch	
Education Data Processing Branch	
Education Records Branch	
Financial Management Branch	
Legislation Branch	
Management Services Branch	
Personnel Branch	
Ministerial Committees and Task Forces	19
The Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto	
The Commission to Review Elementary and Secondary Ceilings	
Committee on the Costs of Education	
Educational Resources Allocation System Task Force	
Ministerial Committee on French Teaching	
Report of the Ministry's Task Force on Organization	
Study Team on the Sharing or Transferring of School Facilities	
Publications	20
Introduction to Selected Statistical Tables	21

Introduction

Ministry Reorganization Continues

The ministry continued its program of reorganization during this period. On January 1, 1974, the two Toronto-based regional offices were merged. This reduced the number of regional offices throughout the province from ten to nine. The new combined office, located in existing facilities in Willowdale, continues to serve school boards of both Metropolitan Toronto and the counties of Haliburton, Victoria, York, Ontario, Simcoe, Dufferin, Peel, and Halton.

Significant changes have been made in the internal structure of the regional offices. Three panels, representing the principal areas of activity, have been organized in each office. These panels are curriculum, supervisory services, and business and finance, with a superintendent in charge of each. It is expected that this organization will be more effective in working with school systems and in responding to ministry needs.

In August, two of the teachers' colleges operated by the ministry, one in Stratford, the other in Peterborough, were closed. While the Stratford College staff members were transferred to the ministry to fill vacancies in certain areas, the staff of the Peterborough College was transferred to the Faculty of Education, Queen's University, Kingston, and its elementary teacher training program was combined with the Queen's program.

Two other teachers' colleges were integrated with university faculties of education in accordance with a ministry policy first implemented in 1969. North Bay Teachers' College was merged with Nipissing College, North Bay (an affiliate of Laurentian University), and London Teachers' College was amalgamated with Althouse College of Education, to form the Faculty of Education of the University of Western Ontario.

New Communication Services Branch

In March, the Public Information Service and the Library and Information Centre were combined to form the Communication Services Branch in an effort to consolidate all of the ministry's information units: those disseminating information, those producing communication programs, and those coordinating the ministry's relations with the public and the educational community.

Appointments

On January 1, 1974, George Waldrum became Deputy Minister of Education; Mr. Waldrum succeeds Dr. E.E. Stewart who left the ministry to become Deputy Minister in the Office of the Premier.

Prior to his new appointment, Mr. Waldrum served, for 21 months, as Assistant Deputy Minister in the Education Administration Division. He had previously worked for 11 years in the ministry's

Supervision Branch, of which he was director for two and a half years.

Formerly a teacher and principal in public schools in Guelph, Mr. Waldrum joined the ministry in 1961 as an inspector of elementary schools in Hastings County.

As chairman in 1968 of the ministry committee on larger units of administration, he was instrumental in the establishment of county school boards, which came into being in 1969. Mr. Waldrum has also been associated with such ministry programs as principals' courses, special assistance for remote schools in Northern Ontario, and the development of leadership training workshops for school administrators.

A graduate in Arts from the University of Western Ontario, Mr. Waldrum holds a Master of Education degree from the University of Toronto.

Succeeding Mr. Waldrum as Assistant Deputy Minister in the Education Administration Division is Mr. Harry K. Fisher, formerly Director of the Special Education Branch and, more recently, of Supervisory Services.

Mr. Fisher first joined the ministry in 1958 as an inspector of schools in Muskoka and Parry Sound. Three years later, he became Superintendent of Public Schools for the Board of Education of the City of Welland. He rejoined the ministry in 1966 as Assistant Superintendent with the Supervision Branch.

Mr. Fisher's successor in Supervisory Services is Mr. Douglas Lawless, who is also continuing director of the Educational Resources Allocation System Task Force.

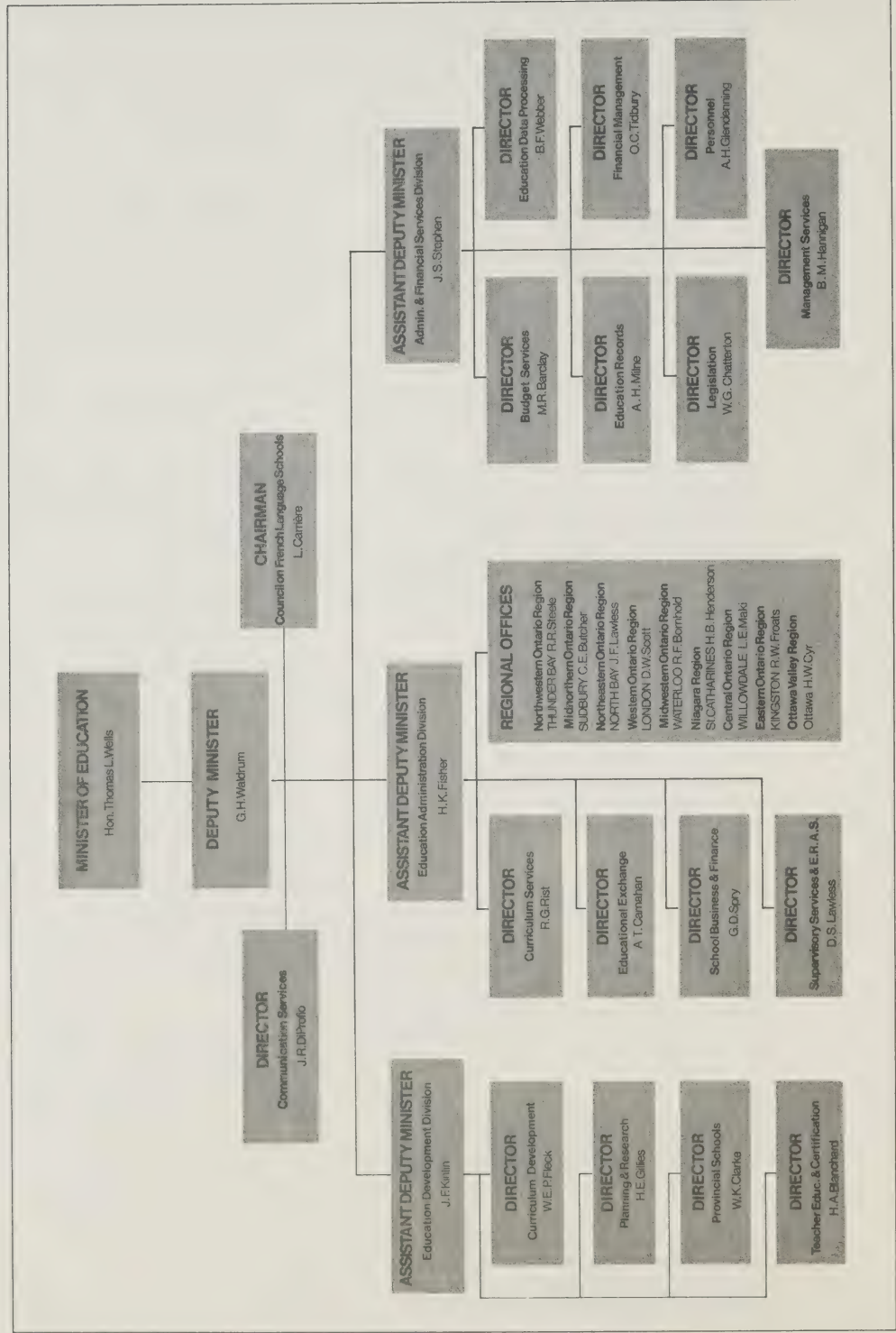
Before joining the ministry, Mr. Lawless had been an inspector of public schools in Norfolk County; Assistant Director of Education for the Halton County Board of Education; and, for two years, Director of Education for the Ottawa Board of Education.

In April, Joseph Di Profio was appointed Director, Communication Services Branch.

Mr. Di Profio, who taught secondary school in Sarnia for six years, joined the ministry in 1968 as a program consultant in the Kingston regional office. From 1971 to the time of his new appointment, he served as an Assistant Superintendent in the Curriculum Branch and later as an Education Officer in the Supervisory Services Branch. While in the latter position, Mr. Di Profio acted as secretary to the study team on the sharing or transferring of school facilities.

On January 1st, Mr. Patrick Fleck was appointed

Organization Chart



Council on French-language Schools

Director of the ministry's Curriculum Development Branch; he succeeds J.K. Crossley, who is presently on a six-month exchange with the Ontario Institute for Studies in Education.

A former science teacher, department head, and vice-principal in secondary schools in Scarborough, Mr. Fleck joined the central office of the ministry after one year as a program consultant in the Niagara regional office. He first served with the Curriculum Branch, and, later, with the Supervisory Services Branch.

Last November, Mr. Lauri Maki was appointed Director of the Central Ontario Regional Office, which combines the two Toronto-based regional offices.

A former teacher and principal of schools in Thunder Bay, Mr. Maki joined the ministry in 1960 as an area superintendent in Dryden. He was then appointed assistant director of the ministry's Thunder Bay office. In 1969, he was transferred to Toronto where he worked both in the Supervision Branch and from 1972 on in the School Business and Finance Branch.

In November 1973, Mr. Gordon Chatterton was appointed Director of the Legislation Branch.

A former teacher in Kent County Schools, Mr. Chatterton joined the ministry in 1946 and worked as an inspector of public schools in Renfrew, Welland, and York Townships. He was then appointed Assistant Superintendent of Elementary Education and, in 1965, joined the Supervision Branch. In 1972, he was named Chief Legislation Officer in the Legislation Branch.

Mr. Chatterton's predecessor, Mr. Thomson, joined the ministry in 1953 as an inspector of schools for Northern Ontario, after a career as a secondary school teacher and principal. Though now officially retired, Mr. Thomson still serves the ministry as chairman of The Task Force on the Consolidation of the Education Acts and as chairman of the Teachers' Superannuation Commission.

The most significant event of 1973 with regard to French-language education was the passage of Bill 180 and 181, which amended the Schools Administration Act and the Secondary Schools and Board of Education Act, respectively. These bills offer concrete suggestions for the creation of French-language instructional units. The amendments clarify and expand the role of language advisory committees and propose the creation of a Languages of Instruction Commission, which is intended to help settle disputes concerning minority language education in the province.

During the past year, a substantial number of French-language textbooks and teaching aids were added to Circulars 14 and 15. A number of educational officers with experience in French-language schools joined the ministry staff. Translation facilities were improved, and the number of research projects on French-language education increased.

Among the principal tasks of the council are the following: to advise the Minister and the Deputy Minister on all matters pertaining to French-language education for francophones; to ensure the continuing development of French-language education in Ontario; to make recommendations concerning developments that affect French-language students in the province; and to examine all new policies that relate to French-language education.

Council chairman is Dr. Laurier Carrière; council members in 1973-74 were: Roger Barbeau, area superintendent, Sudbury Board of Education; Roland Bériault, Superintendent of Schools, Ottawa Roman Catholic Separate School Board; Berchmans J. Kipp, Gaëtan Filion, and Gérard Raymond, educational officers with the Ministry of Education.

Communication Services

The main tasks of the reorganized Communication Services Branch are to keep the public and educational community informed of developments in education in this province and to provide communication services for all branches of the ministry.

During the past year, the branch prepared a number of public service broadcasts for television and radio, as part of a pilot project. Ten of the radio programs and four of the 5-minute television programs have already been distributed to Ontario radio and television stations.

In addition to issuing news releases to the media, the branch operates a public enquiries service, which answered many letters and phone calls requesting information about education in Ontario.

In 1973 the Communication Services' news magazine, took on a change of face: *New Dimensions*, the newspaper for educators and school trustees, changed its name to *Ontario Dimensions in Education*. An increase in demand from groups and individuals for the magazine boosted its circulation to 120,000.

With the assistance of the Communication Services Branch, two major ministry exhibits were arranged during the year: one, last August, at the International Association for Educational and Vocational Guidance conference at Laval University, Quebec City; the other, last October, at the Canadian Education Showplace in Toronto. Both events featured a demonstration of the computerized Student Guidance Information Service.

A total of 180 publications were produced by Communication Services for other ministry branches and offices. By co-ordinating editing, design, layout, and printing the Communication Services Branch ensures that publications are produced at the most reasonable cost.

The Communication Services Branch continued supplying films to the central and regional offices as well as to teachers' colleges and provincial schools. There are some 3,500 professional films available on loan from the branch's film library.

The resources of the Communication Services Library Centre were continually under review during this period, and information was constantly being updated. The library/resource centre maintains a collection of some 51,000 books and periodicals in the field of education.

Education Development Division

Curriculum Development Branch

The Curriculum Development Branch, formed during the 1972 reorganization of the ministry, is responsible for the development of policies and curriculum guidelines for the improvement of education in Ontario. Typically, the branch might develop a new policy for Ontario schools in response to a report by a teachers' committee and issue it to schools in the form of a curriculum guideline. In preparing such a guideline, the branch would weigh the views of parents, trustees, and administrators in the light of new trends in education in Canada and abroad. This is only one example of the synthesis process in which the branch is engaged. In all cases, viewpoints from Ontario's educational community and results from all current research would be considered and merged into a coherent policy.

An important aspect of the process just described is the cyclic review, which involves a systematic review of curriculum within the divisions of the educational continuum. The process is nearing completion in the case of the Primary and Junior divisions. This document will include a basic review of policy for this segment of the school population.

The same process for the Intermediate Division will soon be underway within the Curriculum Development Branch. During the Intermediate Division review, only interim study documents for this age group are being issued. During the past year, these documents included: *Physical and Health Education, Man and the Earth* (Geography), *Family Studies*, and *History*. The first interim study document to include the Senior Division was *Environmental Science*, which embraced both the Intermediate and Senior divisions. Also applying to both divisions were *Informatics*, and *Consumer Studies*, the latter advocating an integrated approach that cut across subject boundaries. A document intended for the Senior Division only was *People and Politics*.

A guideline is being prepared for *Native Studies*, which is intended to offer assistance both to teachers of native students and to teachers who want to help non-native students understand the heritage and life-style of Canada's original inhabitants. Other guidelines are being prepared in the area of teaching English as a second language and of evaluation of student achievement. A handbook on metrication is also being prepared, and some documents, including the Primary and Junior Guideline, are already consistent with metric measurement.

The branch also has the responsibility of developing Circular *H.S.1*, which prescribes secondary school

organization and diploma requirements. Annual revisions are made to this document to refine and improve it. In the 1973 *H.S.I.*, a new requirement stipulated that students include in their programs for the Secondary School Graduation Diploma four credits in English Studies and two credits in Canadian Studies.

Since January 1973, ministry approval has been given to 1,200 locally developed courses that did not fall within the scope of existing guidelines. It is evident that teachers are willing to undertake the extensive planning involved in developing courses suited to the requirements of particular groups of students. Both innovative courses and textbooks to support them are examined by the appropriate members of the Curriculum Development Branch before ministry approval is given.

A corollary of the publication of guidelines is the identification of learning materials consistent with the ministry's philosophy of education. A major development in this area is the establishment of a learning materials development fund that will be used to stimulate the development of books and other learning materials as well as to assist in the production of these materials.

A further advance in the area of learning materials is a study undertaken by the Curriculum Development Branch to determine the extent to which the needs of Ontario students with regard to learning materials are currently being met; this study is also intended to identify areas of the curriculum for which new materials should be developed. More than 11,000 teachers, principals, and school board officials are participating in this study.

The learning materials study is a new aspect of the task of identifying learning materials that support the philosophy and goals of ministry guidelines. A traditional part of this important task is the preparation of *Circular 14 (14A and 14B)*, which lists textbooks that teachers may use in Ontario schools. The 1974 document includes 1,651 titles, of which more than 90 per cent represent materials written and published in Canada. In the evaluation of textbooks, materials are examined for racial bias or sex stereotyping. Other Canadian learning materials, including books, films, and other media, have been evaluated in preparation for a new edition of *Circular 15: Canadian Curriculum Materials*. The English edition alone will include more than 5,000 items. Nine hundred items are listed in a separate French edition, which was published recently.

Planning and Research Branch

The Planning and Research Branch plays a key role in educational and financial planning and forecasts. It also co-ordinates research programs designed to improve the educational system.

During the period covered by the present report, the planning section carried out an extensive analysis of multi-year planning and designed methods to streamline the planning process.

Planning officials also worked on co-ordinating several surveys and analyses and on developing mathematical models one of which is intended to help school boards make curriculum changes at the most effective cost.

A total of \$472,875 in grants was awarded to successful candidates of the 1973-1974 Grants in Aid of Educational Research program. Seven of these grants went to boards of education, seven to the Ontario Institute for Studies in Education, and 20 to universities across the province.

Approximately \$1,426,505 were allocated to 36 research projects under the Contractual Research Program during 1973. The projects involve 31 universities, as well as boards of education and research agencies.

In the branch's statistics section, the Educational Staff Record was introduced in April 1973. This record will be updated annually in order to provide valuable data for forecasting the number of teachers and types of skills that are required.

Each year, the statistics section provides a ten-year forecast of provincial enrolment. In addition to providing such statistical data, it provides consultative services to ministry officials.

Provincial Schools Branch

The Provincial Schools Branch was responsible for the full operation of four schools for the blind and deaf and for the educational programs provided in twelve Ministry of Health hospital schools. The branch also provided a full correspondence courses program for Ontario residents either residing in Ontario or temporarily relocated outside the province or country. This branch provided programs for both the hearing and visually handicapped, and for emotionally disturbed or retarded children, as well as for normal children and adults.

During the report period, 243 teachers, 20 support staff, and 20 paraprofessionals responded to the educational needs of some 2,000 children and adolescents in various hospital schools in Ontario. Over 100 out-patients were assessed each month by liaison personnel; a further 50 students were enrolled in day school programs.

An average of 300 new cases monthly were handled in six regional diagnostic assessment and treatment centres, under the joint supervision of the regional office and branch.

Children with multiple handicaps enrolled in hospital schools outnumbered those with single

handicaps by a ratio of three to one. This increase can probably be attributed to more effective health care services, which enable many more multi-handicapped babies to survive birth.

An attempt was also made to improve the education of emotionally disturbed deaf children. A great deal of emphasis as well was placed on the professional development of school personnel by means of conferences, curriculum development activities, seminars, workshops, and summer and winter courses.

The W. Ross Macdonald School, Brantford (formerly the Ontario School for the Blind)

Reconstruction of the former Ontario School for the Blind, an institution dating back some 100 years, was completed in 1973. The school was officially opened in May of that year by Lieutenant-Governor W. Ross Macdonald, a Brantford resident and lifelong friend of the school in whose honour the school was named. Enrolment in the school in September was 221.

Twelve students graduated from grade 12 of the school last June; of these, four students are now attending grade 13 classes in regular secondary schools in their localities and plan to continue on to university; three are enrolled in colleges of applied arts and technology; one is completing secondary school studies in his native western province; and four are attending the Canadian National Institute for the Blind for vocational assessment and training.

In April of 1973, the Brantford school for the blind assumed full responsibility for providing large-print materials to visually impaired students throughout Ontario, a service previously carried out by the CNIB.

The Ontario School for the Deaf, Belleville

A total of eighteen students graduated from the Ontario School for the Deaf in Belleville last June. Five of these students continued their studies at George Brown College of Applied Arts and Technology; most of the others found employment with the assistance of the Canadian Hearing Society.

The number of students enrolled in the school in September was 405; of these, 61 attended the school as day pupils; the remaining students as residents.

Among curriculum changes that were implemented in 1973 in the Belleville school and its sister schools was the introduction of Visible English, an oral method of communication based on finger spelling.

In August, the school was host to the National Convention of Canadian Teachers of the Deaf, the first convention of its kind, organized by a group of Ontario teachers and attended by some 300 people.

Teacher-Education Media Centre

The media centre for teacher education, which began operations in 1967, was established in order to train teachers of the deaf, provide learning materials for students of the three Ontario schools for the deaf, and to advise on the certification of teachers of the deaf. In June of 1973, 27 new teachers graduated from the Belleville school.

The Ontario School for the Deaf, Milton

Of the twenty students who graduated from the Ontario School for the Deaf, Milton, in June, seventeen found immediate employment, two entered George Brown College, and one joined a sheltered community-sponsored workshop program.

Enrolment in the Milton school declined to 403 in 1973-74 (a decrease of 152 from the previous year), as a result of the opening of the Regional Centre for the Hearing Handicapped in London.

As part of an experiment to integrate students from special schools into regular schools, ten of the moderately impaired students from the Ontario School for the Deaf, Milton, attended two public schools. Milton teachers also helped to organize a special class for deaf children in St. Catharines.

Seven members of the Canadian team that won one silver and three bronze medals in the World Deaf Olympics held in Malmo, Sweden were students of the Milton School for the Deaf. Team members trained at the school in July 1973, prior to the Olympics.

Donald E. Kennedy, first superintendent of the Ontario School for the Deaf, Milton, whose retirement became effective at the end of August 1973, was honoured at a reception held in April of that year.

The reception was attended by the Deputy Minister of Education, Dr. E.E. Stewart, and by staff, students, and friends of the school. Special tribute was paid to Mr. Kennedy for his contribution to education in general and to that of the deaf in particular. Under Mr. Kennedy's supervision, enrolment in the school increased from 84 students to 590, and the school became the largest of its kind in Canada.

In Mr. Kennedy's honour, the sum of \$10,500 was donated to the Student Welfare Fund, which was renamed the Donald E. Kennedy Fund.

The Robarts School, London (formerly the Regional Centre for the Hearing Handicapped)

The newly constructed Regional Centre for the Hearing Handicapped, London, renamed after the former premier, John Robarts, was opened at the end of December 1973.

During its construction, residential students of the London school attended classes in Milton.

Students enrolled in the school (these included students from London located in both the London and Milton schools) numbered 194; of these, 57 were day students and 137 residential students.

Since instruction was given only at the elementary school level there were no London school students graduating in June 1973.

During 1973-74, classes were offered up to Level 11 or Year 2 of the secondary school program. It is hoped that, next year, classes will extend to Level 12 or Year 3 of the secondary school program.

Correspondence Courses Services

Some 55,000 persons took ministry correspondence courses during the year. These free elementary and secondary school courses are available to persons who are unable to attend school or who have withdrawn from school or are temporarily living outside Ontario. More than 1,300 senior students, with the approval of their principals, enrolled in an experimental program that allowed them to take one or more correspondence courses while still in school.

Teacher Education and Certification Branch

The task of the Teacher Education and Certification Branch is to approve the teacher education programs that are offered by colleges and faculties of education, and teachers' colleges. It is the branch's responsibility as well to develop policies and regulations governing teacher certification and to authorize teaching in publicly supported Ontario schools.

The number of students enrolled in elementary teacher education programs during the school year totalled 1,780; this figure represents a decrease of 1,359 or 43.3 per cent from the previous year's enrolment. Secondary teacher education enrolment also declined to 3,036 students: thus, there were 210 or 6.5 per cent fewer students in 1973-74 than in 1972-73.

Included in the secondary school education figures are 956 candidates (a 53.7 per cent increase from the previous year) who took secondary teacher education training plus an elementary option.

In 1973-74, for the first time, the entrance requirements for Ontario elementary teacher certificates were raised; this meant that students entering teacher training courses who were planning to teach in English-language schools were required to hold a degree from a recognized university.

A number of teachers' colleges were closed in 1973; others were merged with university faculties of education. Information regarding these colleges can be found in the introductory section of the present Minister's Report.

A special six-week summer course was held at the Hamilton Teachers' College to enable some 120 teachers, who were qualified to teach music only, to upgrade their basic teaching certificates.

Education Administration Division

Curriculum Services Branch

The main responsibilities of the Curriculum Services Branch include: interpretation of curriculum guidelines; assisting in the implementation of curriculum guidelines; seeking reaction to ministry policies and programs; professional development.

During the branch's first full year of operation, several important programs were developed for the implementation of the following new guidelines for the Intermediate level: *History, Man and the Earth, Family Studies, and Physical and Health Education*; for the Intermediate and Senior levels, *Environmental Science and Informatics*.

Informatics guidelines are revised, updated versions of older guidelines in Business Data Processing; they are intended to offer the student a general background for a variety of courses in computers and information processing.

The case of *Circular H.S.1, 1973-74* is particularly noteworthy: for the first time, a French-language version of the document was distributed to francophone secondary schools. As a supplement to *H.S.1*, a French version of *Response to Change (Adaption aux changements)*—a circular outlining the operation and philosophy of the credit system—was distributed to parents in February of 1973.

Also introduced into French-language secondary schools was the guideline *Français, cycle supérieur*.

In addition, an annotated list of all current ministry guidelines available in both French and English was distributed, with an order form, to the various schools. The schools can therefore obtain a complete collection of all the documents relevant to the age levels of their students and the subjects of their curricula.

In the fall of 1972, a task force to seek the reactions to the credit system of educators, parents, interested citizens, and organizations was established. (The credit system as a basis for secondary school diplomas is outlined in detail in *Circular H.S.1*.) The survey was completed in the spring of 1973, and a summary of its findings was published in the fall of the same year.

A review of the curriculum for the Intermediate years has been under way for a year, and, at this stage, the views of educators, parents, and interested citizens have been tabulated and are almost ready for the curriculum development process.

Professional development services continued to be a major area of branch activity. During the summer of 1973, 47 professional courses were offered in 22 locations to 6,306 teachers.

Branch specialists studied the means by which development activities could be related to policy

implementation programs. They also endeavoured to modify courses in order to more effectively suit the changing needs of teachers; greater emphasis was placed on intensive, specialized one- or two-week seminars rather than on the traditional, more general five-week summer courses.

More than 2,000 teachers attended 23 workshops under the P.D. 3 project carried out by the ministry in conjunction with the Ontario Teachers' Federation and the Ontario Institute for Studies in Education. The project, which offers workshops on a variety of subjects, will continue to the end of the 1973-74 school year, at which time it is planned to increase the scope of the project through a regional approach.

Several important developments took place in the field of special education. The work of a ministerial task force resulted in the formation of a central registry and referral centre for autistic children in the Oshawa-Toronto-Hamilton corridor. Funding was obtained for a major pilot project on autistic children to be conducted by the Ottawa Board of Education.

Two courses that were designed to prepare teachers for working with trainable mentally handicapped children have been added to the professional development program.

A task force was formed to study the more general problem of secondary school dropouts. It focused primarily on the Senior Division. A preliminary study of alternative modes of education for 14- to 16-year-olds was also completed.

The phase-out of the ministry's Learning Materials Service Unit was completed this year. As a result, fifty school boards were allocated 16 mm. films on long-term loan to establish or to enlarge their film libraries to the level of one film print per teacher.

Educational Exchange and Special Projects Branch

The Cultural Exchange Program continued to support interprovincial and international exchanges of an educational and cultural nature. An increase was noted in the number of schools receiving financial assistance for worthwhile exchanges with schools in many parts of Canada and in other countries. Billeting in families is an essential part of a school exchange and allows close contact between students of the two communities.

Groups in the performing arts concerned with cross-cultural activities also received some financial help for travel costs. In this way the Ministry of Education encourages and promotes the development of talent in the field of music and theatre.

Two new projects were developed during the year as part of the ministry's summer employment program for youth.

P.E.O.P.L.E. (Preservation and Exploration of Ontario's Past, A Learning Experience) employed some 150 students on 25 projects across Ontario. S.P.I.C.E. (Students Participating in Community Education) offered employment to some 350 students in projects that varied from building an adventure playground in Manitouwadge and starting a nature trail in Moosonee to investigating community education needs in a Metropolitan Toronto borough.

Some 132 students at four Ontario universities received \$4,000 each for their work with language groups in schools under the auspices of 15 Ontario boards of education. This Second Language Teaching Assistant program, established in July 1973, is a federal-provincial pilot project designed to encourage students attending an out-of-province university to act as a "second language teaching assistant" to a teacher certified to teach French or English as a second language.

Under Project Canada a number of students were given the opportunity to participate in educational exchanges throughout Canada. The project is regarded by many teachers as useful for the promotion of national unity and understanding.

The Young Voyageur Program, which permitted approximately 1,000 Ontario secondary school students to visit different regions of Canada during the summer of 1973, is also held in high esteem by educators.

Another youth program, Ontario Young Travellers, enabled 3,400 or more Northern Ontario students to visit the Ontario Legislature and other points of interest in and around Toronto. The program, which provides travel grants to grade 7 and 8 students from Northern Ontario, allows them to visit cultural centres in Southern Ontario and enrich their educational experience. Accommodation, meals, and other expenses incurred by the students when in Toronto are a local responsibility.

Project Japan, which grew out of the increasing use of English as a commercial language in Japan, provided Japanese pen pals to 200 Ontario students and linked 25 Canadian schools to schools in Japan.

Professional exchanges included: an exchange of 29 teachers with Great Britain; eight exchanges between local school board officials and ministry personnel; and the exchange of several Ontario and Quebec Ministry of Education officials through the Ontario-Quebec Permanent Commission.

Under Project School Supplies, approximately 3,000 pieces of classroom furniture and 10 tons of library

books reached their destination in the West Indies in 1973.

Project Eyeglasses continued to provide a high standard of professional eye care by a team from the School of Optometry, Waterloo University, under Professor E.J. Fisher, to children and adults in the West Indies.

During the past year, a pilot program was introduced at the Ontario Athletic Leadership Camp on Lake Couchiching for students selected from special vocational schools. The new June program brought total enrolment in the camp to 964 students. In addition, twenty-three other youth and adult groups made use of camp facilities during the summer.

School Business and Finance

Ceilings on the operating expenditures of school boards were increased during the 1973-74 school year from \$630 per elementary pupil and \$1,130 per secondary pupil to \$683 and \$1,210 respectively.

Provincial assistance reached the government's previously announced goal and covered 60 per cent of school board spending in 1973-74.

Weighting factors for 1974 were announced to school boards in November 1973. The introduction of more precise and appropriate information enabled these factors to be modified somewhat.

Specific provisions were made for 1973-74 for school boards that experienced a decline in enrolment.

The Education Mill Rate Subsidy, which restricted mill rate increases, was also applicable for the past year. This restriction continues the program to establish a common mill rate throughout a school board's jurisdiction. However, provincial reassessment will have to be completed before such a goal can be achieved.

Capital spending on school buildings was again below that of the previous year due to a continued decline in elementary pupil enrolment and a further decrease in funds for building purposes.

The construction of new schools was largely confined to those localities that experienced population growth. At the same time, many existing schools were provided with special learning areas that were urgently needed.

The ministry's program to provide capital funds, on a priority basis, for the replacement and renovation of outmoded school buildings was continued.

During the past year, 226 elementary school building projects, at a tendered cost of \$80,721,000,

were carried out. These included the construction of new schools, renovations to older schools, and additions to existing school facilities, and created space for an additional 36,704 elementary school pupils. The completion of 64 other building projects, at a tendered cost of \$48,598,000, provided facilities for an additional 12,670 secondary school students.

The findings of an extensive survey of the school transportation system were released in a publication entitled *Managing School Transportation*. Among the subjects treated in the publication are: organization and staffing; route design and implementation; board-owned transportation operations; and contractual arrangements.

Supervisory Services Branch

The Supervisory Services Branch acts as a liaison unit between the ministry and the organizations and individuals in the education community responsible for the supervision and administration of school systems.

The regulations for the Supervisory Officers Certificate are administered in the Supervisory Services Branch of the ministry. These regulations outline the qualifications required by all supervisory officers appointed by boards of education and separate school boards, which are required to appoint a chief educational officer and an adequate number of supervisory officers.

At the end of 1972, there were 463 supervisory officers employed by boards of education and 138 employed by separate school boards.

Part III of the Schools Administration Act provides for school trustees' and teachers' boards of reference.

During 1973 the Minister granted 19 applications for boards of reference from teachers. However, nine of these were withdrawn after being granted, and 10 boards of reference were maintained.

Under Ontario Regulations 546/73 school boards may now adopt a school calendar that may include professional activity days. Professional activity includes evaluation of the progress of pupils, consultation with parents, the counselling of pupils, curriculum and program evaluation and development, professional development of teachers, and attendance at educational conferences. There must be a minimum of 185 instructional days in any school year. Flexibility in the time for the winter break is permitted.

Legislation was introduced that would permit the Minister of Education to draw up regulations governing the conditions under which and the

procedures by which a pupil who is of compulsory school age, but over 14, may be excused from school attendance or required to attend only part-time.

Services coming under the scope of the Supervisory Services Branch are available in the French language.

Seven French-speaking area superintendents located in the regional offices of the ministry serve the needs of French-language schools and classes where no local French-speaking officials are available.

The Supervisory Services Branch is responsible for the co-ordination of the ministry's relationship with private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative forms of education are in the best interests of the students within their jurisdiction.

In 1973, 297 private schools listed their notice of intention to operate with the Ministry of Education, as required under Sections 1(d) and 20 of the Ministry of Education Act. Of those 297 schools, 110 were inspected by ministry officials for the purpose of determining whether subject credits might be granted or whether students might be recommended for Secondary School Graduation Diplomas and Secondary School Honour Graduation Diplomas.

Over the past ten years the percentage of private secondary enrolment compared to the total secondary enrolment has dropped by 51.2%.

In 1973 the schools operated by the Canadian Penitentiary Service received permission to operate as inspected private schools.

The branch is also responsible for co-ordinating the inspection and consultative services for the educational programs of the province's 13 juvenile institutions and 13 correctional and adult training centres.

The branch, in conjunction with the related regional offices, provided supervisory and consultative services to the 22 schools operated by 9 boards of education located on Canadian Forces bases.

Similar services were also supplied to two school boards on other Crown Lands and to 10 boards that operate schools for handicapped children.

The Supervisory Services Branch has established a liaison with the departments of curriculum and measurement and evaluation at O.I.S.E. A recent

innovation was that four doctoral candidates spent a training period working with the branch.

One member of the branch spends part of his time at O.I.S.E. using its resources in the area of evaluation.

These activities have stimulated a much closer working relationship between the two organizations.

The Northern Corps is a ministerial plan introduced in 1966 to provide specific services for certain isolate schools.

The Northern Corps program continues to recruit personnel and provide orientation workshops for qualified elementary school teachers to serve in these schools of northern Ontario. In the 1973-74 school year, 33 teachers served in 16 schools under the program. Included in this list were 9 husband and wife teams.

A new school was opened in Mine Centre in 1973 bringing together the native and white children into a modern 5-room school.

The branch is also responsible for continuing liaison in the operation of the existing education programs of the isolate boards of education in Northern Ontario and the James Bay Education Centre.

The branch conducted pilot projects in systems evaluation in co-operation with four school systems. It is anticipated that the models being tested in these projects will be useful to decision-makers at both the provincial and local levels as they plan for improving programs in an era of financial ceilings.

The Supervisory Services Branch organized a series of province-wide workshops for trustees and administrators. These were held in conjunction with officials of the Ontario School Trustee's Council, the Ontario Institute for Studies in Education, and the Ontario Association of Education Administrative Officials.

The branch served as the co-ordination point within the ministry for the collection of information and the organization of ministry assistance concerning the collective agreement negotiations between school boards and their teachers.

Regional Offices

Midnorthern Ontario Region

During the period covered by this report, a cyclical review of the Intermediate Division was begun and the Regional Task Force on *H.S.I* was in operation.

It was also a time of consolidation in which closer attention was paid to regional needs.

Program consultants worked with curriculum committees in Sault Ste. Marie to establish new courses of study for the Health program; in conjunction with a committee from the North Shore Board of Education, they developed a Social Studies curriculum guideline for the Primary and Junior divisions; they also initiated an experimental program in grade 1 Mathematics in Thessalon; and assisted in the development of Kindergarten and Language Arts guidelines for the Sudbury Board of Education.

Northwestern Ontario Region

A major accomplishment of the program consultants and area superintendents was the improvement in the quality of instruction in regional schools. A total of 4,487 days were spent by staff members in consultation with teachers, principals, local administrative officials, community groups, and central office personnel: 1,463 days were devoted to providing assistance to individual teachers; 1,399 days to discussions with groups of teachers in seminars, workshops, and staff meetings.

Program consultants contributed to the conferences and conventions held by teacher organizations; similarly, other regional office personnel participated in conferences involving trustees and/or school business officials.

Northeastern Ontario Region

The Northeastern Ontario region is composed of the districts of Cochrane, Timiskaming, Nipissing, and Parry Sound, as well as the regional municipality of Muskoka. In the northeastern region, several types of school boards are to be found: ten boards of education; seven district Roman Catholic separate school boards; seven public school boards; two Roman Catholic separate school boards; and six boards on Crown lands.

The Northeastern Region office handles four main areas: development of the curriculum, development of personnel, provision of educational facilities, and provision of finances for education.

Western Ontario Region

The staff of the Western Ontario regional office sponsored a series of meetings in 1973-74 with directors of education, superintendents, department heads, and principals in order to clarify the *H.S.I* document. Office staff also conducted an architectural workshop, which was attended by over 60 delegates from the region's school boards.

The office's educational television section produced a series of videotape programs on a wide range of subjects. The programs were circulated not only within the region, but also throughout Ontario and Canada. One program was sent, on request, to the United States (to Minneapolis, Minnesota) and to Israel, as well.

Midwestern Ontario Region

The Midwestern Ontario regional office has provided a variety of services, on behalf of the ministry, to thirteen regional school systems that include 8,500 teachers and 186,000 pupils.

Almost 1,000 workshops, attended by some 29,000 persons, were conducted by the staff of the ministry's regional office in Waterloo. During the same period, almost 1,800 classrooms were visited by program consultants.

Niagara Region

The Niagara regional office continued to serve six boards of education and four Roman Catholic separate school boards in the following areas: the regional municipality of Niagara, the city of Hamilton, and the counties of Haldimand, Norfolk, and Wentworth.

From its headquarters in St. Catharines, the Niagara office handles the areas of curriculum, supervision, and finance. As has been the pattern since 1967, the main energies of the Niagara office have been devoted to program development. The role of the program consultants is to provide first-hand assistance to teachers, department heads, principals, and supervisory officers in workshops for the implementation of guidelines, and to organize other kinds of professional development activities within the educational community.

Central Ontario Region

During the calendar year 1973, two offices continued to serve the boards and schools of Metropolitan Toronto and the surrounding counties. These offices were the West Central Ontario Regional Office, Toronto, and the East Central Ontario Office in Willowdale. On January 1, 1974 these two offices were combined to form the Central Ontario Regional Office, Willowdale.

The work of the two offices was carried on despite the change-over to a single-office operation. The review of *H.S.I* with boards of both regions was continued, as were many other projects, including the review of the Intermediate curriculum.

Eastern Ontario Region

As a result of the experience that it gained over the past five years from working with school board supervisory personnel, the Eastern Ontario office was able to introduce certain important changes in operation.

Without exception, school board personnel preferred that consultants be rescheduled on a block-of-time and follow-up basis.

Ottawa Valley Region

One of the areas of concentration of the Ottawa Valley office has been the development of leadership programs in co-operation with local boards. Under the new committee structure, responsibilities, which, until recently, had often been shouldered by single individuals, will now be shared.

Several curriculum committees were formed or reinstated during the year in regions under the Ottawa office's jurisdiction; among them, History committees.

Administrative and Financial Services Division

Budget Services Branch

The Budget Services Branch continued to co-ordinate the preparation of the ministry's revenue and expenditure estimates and to monitor spending throughout the year.

In addition to communicating directives from the Management Board of Cabinet to ministry officials, the Budget Services Branch kept the board informed of ministry policies and issues.

Education Data Processing Branch

During the period covered by this report, the Education Data Processing Branch provided data processing services to the Ministry of Education as well as to the Ministry of Colleges and Universities, the Ontario Institute for Studies in Education, the Ontario Arts Council, and several Ontario school boards and schools.

Work was started on the development of a comprehensive financial information system for the ministry. A fixed-asset inventory control system was designed, programmed, and implemented in the ministry in 1973. During the same period, two school boards successfully tested a pilot computerized budget-finance administration system.

Student timetabling services were utilized by 280 secondary schools with a total student population of 300,000. The services of the student administrative system were expanded to cover 185 schools and 200,000 students.

The Student Guidance Information Service on careers and post-secondary education became fully operational in the fall of 1973. It is presently being used by some 192 schools and 100,000 students. In three "pilot" schools, the communication terminals are linked to the main SGIS data base in Queen's Park to permit an immediate response to student enquiries.

Ten school boards are linked to the ministry's computer via terminals, to assist them in administrative work. Thus, the need for independent computers is eliminated, and the cost to school boards is substantially lower.

Education Records Branch

In order to create more flexibility, the Education Records Branch assigned its staff members new duties during the past year. New branch activities included re-instatement of the Ontario Scholarship program and the Verification of Teacher Certification program.

The functions of the Education Records Branch include the following: maintaining records of teachers' professional qualifications; issuing teachers' certificates and graduation diplomas to school students; evaluating out-of-province academic documents for job applications; and

maintaining the official list of private schools operating in the province.

Under the Ontario Scholarship program, formerly operated by the Ministry of Colleges and Universities, some 7,612 scholarships were granted to secondary school students.

The number of diplomas issued during the year is as follows: 42,238 Secondary School Honour Graduation Diplomas and 91,705 Secondary School Graduation Diplomas.

Under the Verification of Teacher Certification program, forms were sent to 102,548 teachers for verification of certificates held. All amendments to the forms were investigated and, once confirmed, were added to the teachers' computer file.

Approximately 11,000 individuals from all parts of the world were interviewed by staff members of the Education Records Branch in order to assess their academic and/or professional qualifications with respect to Ontario standards. The branch evaluated the out-of-province educational training of 33,000 persons to determine their qualifications for job applications or further education in Ontario.

Some 9,362 teachers, after teaching successfully for two years, were issued permanent basic teaching certificates. A total of 11,412 teachers qualified for additional or higher certification, compared with 10,138 during the previous year.

Financial Management Branch

During 1973, the Financial Management Branch implemented its program for processing expenditures on a post-audit basis.

Work on a financial information system for the ministry (a project undertaken conjointly with the Education Data Processing Branch) also continued.

A revised internal administrative procedures manual is being prepared by the Financial Management Branch in conjunction with Management Services.

Legislation Branch

In 1973-74, the Legislation Branch prepared amendments to the five acts governing education that were later enacted by the Legislative Assembly. In addition, 18 amendments to ministry regulations were made.

Negotiations between teachers and school boards in 1973 were largely successful, agreement having been reached by November 30 in all but sixteen cases.

In December 1973, Bill 274, an Act to amend The Ministry of Education Act was given first and second readings. This bill provided for the settlement, by binding arbitration, of teacher/board differences still outstanding on December 31, 1974.

This date was later extended to January 31, 1974, by which time agreement had been reached in all but four cases. Three of these cases were subsequently settled, and on March 15, 1974, Bill 12 was given Royal Assent. Bill 12 provided for the settlement by arbitration of the remaining situation involving the secondary school teachers of York County.

Although the recruitment of new personnel was quite limited during the school year, there was an extensive redeployment of staff within the ministry.

In the area of employee relations, only one complaint came before the Public Service Grievance Board during 1973.

A draft form of the proposed Consolidation of the School Acts, December 1972 was made public by the Minister in January 1973. Constructive suggestions were received from many sources throughout the remainder of the year, and these were considered by a task force appointed by the Minister.

Many changes were incorporated in Bill 255, The Education Act, 1973, which received first reading on November 30, 1973. The task force was reactivated in February 1974 to consider further submissions.

Following the recommendations of the Symons Report, substantial amendments were made to clarify the provisions of the legislation relating to the establishment and operation of French- and English-language schools and classes and related advisory committees.

Management Services Branch

A formal tendering procedure for all items of over \$1,000 in value was introduced at all ministry locations.

The main tenders handled by the Management Services Branch during the year were for caretaking and food and bus services for the new Robarts School in London, Ontario. These contracts are valued at \$240,000, annually.

A branch-design system for the positive identification of non-consumable items with a value of over \$100 was also introduced in all ministry offices.

The Management Services Branch dealt with several changes in accommodation: plans for the Kingston regional office in a government building that houses several other ministries were approved and relocation was completed; work was started on a new government building, which will house the Thunder Bay regional office and other ministries.

Personnel Branch

Duties of the Personnel Branch staff include: employee relations, compensation, administration, recruitment, and maintenance of personnel records.

Throughout the year, staff members worked on programs and courses in personnel development that focused on a wide range of subjects such as management, supervisory and communication skills, and new employee orientation.

Ministerial Committees and Task Forces

The Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto

The Commission on the Organization and Financing of the Public and Secondary School Systems was established in May 1973 to review the structure and operations of the Metropolitan Toronto school boards with particular attention being paid to financial and other relationships that exist between the Metropolitan Toronto Board of Education and the six local boards whom it serves.

Chairman of the commission is Mr. Barry Lowes. Commission members are Professor Brock Rideout of the Ontario Institute for Studies in Education, Dr. David Tough, former director of the North York Board of Education, and Miss Margaret Gayfer, former editor of the magazine *School Progress*; executive secretary of the commission is Mr. Gray Cavanaugh.

One of the functions of the commission has been to receive briefs from interested groups and individuals on the structure and operation of Metro boards. Public hearings were also held in September and October of last year, and a report by the commission was to be released this spring.

The Commission to Review Elementary and Secondary Ceilings

In December 1973, a commission composed of representatives of both the Ontario Teachers' Federation and the ministry was established by the Minister of Education to examine the disparity that exists between ceilings for elementary and secondary schools. Work of the commission is now under way, and an interim report is expected in June 1974.

Committee on the Costs of Education

The Committee on the Costs of Education, chaired by Mr. Thomas McEwan, released its third interim report in September. This report concerned all aspects of transportation for elementary and secondary school students.

Educational Resources Allocation System Task Force

The Educational Resources Allocation System Task Force was established to assist school administrators in achieving more effective management of resources in the light of the school boards' immediate and long-term objectives.

An advisory committee composed of representatives from the Ontario School Trustees' Council, the Ontario Teachers' Federation, the Ontario Association of Education Administrative Officials, the business community, the Ministry of Education, and the Management Board for the Province of Ontario is advising the task force in its study.

Since the task force commenced operations in June 1973, it has concentrated on the development of an

ERAS system through a series of pilot projects carried out in co-operation with 16 school boards.

Ministerial Committee on French Teaching

A twelve-member Ministerial Committee on the Teaching of French was appointed in June 1973, under the chairmanship of Mr. Robert Gillin of the ministry's regional office in London. The committee was established in order to develop improved methods for the teaching of French to English-speaking students. It is also reviewing the aims and objectives of French-language courses in elementary and secondary schools.

Report of the Ministry's Task Force on Organization

The report of the Ministry's Task Force on Organization, dealing specifically with the role and structure of the regional offices of the ministry, was presented in February 1973, following a year of study and examination. Director of the task force was Mr. A.R. Aird, senior partner of P.S. Ross and Partners, Management Consultants.

As a result of the report, the ministry's two Toronto regional offices were amalgamated; the number of regional offices was thus reduced from ten to nine. The new office, located in existing facilities in Willowdale, has been able to provide a more co-ordinated and effective service to school boards in the eight counties it serves than was previously the case.

In accordance with the task force recommendations, the regional offices are being restructured; each office will deal specifically with curriculum matters, and will provide supervisory services and financial advice and assistance to boards in the region.

Study Team on the Sharing or Transferring of School Facilities

A report was also presented in February 1973 by the Study Team on the Sharing or Transferring of School Facilities, established in November of the previous year under the joint chairmanship of Dr. R.J. Christie, former chairman of the York Board of Education and J.A. Marrese, chairman of the Metropolitan Separate School Board.

The study team was appointed to resolve a particular situation in downtown Toronto in which vacant space in some public schools and overcrowding in some separate schools was caused by the transfer of a large number of students from public elementary schools to separate schools.

According to the findings of the study team, the sharing of school facilities by public and separate school boards did not seem to pose a threat to either school system. However, the study team indicated that, as a solution to overcrowding, the outright sale or lease of school facilities by one board to another, or the exchange of facilities between boards would

Publications

be preferable to their sharing accommodation: any facilities shared, they pointed out, would probably accommodate only a small percentage of the school population if most sharing were on a short-term basis only.

Major publications issued in the 15-month period, January 1, 1973 to March 31, 1974.

Architecture

Electrical Work in Schools
Site

Calendars, Directories, and Manuals

- Calendar of Teachers' Colleges, 1973/74
- Calendar of Teachers' Colleges, 1974/75
- Correspondence Courses, 1973/74
- Curriculum Guideline Program (a bibliography)
- Directory of Education, 1973/74 (replaced Directory of Schools)
- Grants-in-Aid of Educational Research, 1973
- Student Guidance Information System: Master List of Careers
- Summer Courses for Teachers, 1973

Guidelines and Circulars

Environmental Science, Intermediate and Senior Divisions, 1973
Family Studies, Intermediate and Senior Divisions, 1973
Français, cycle supérieur, 1973
History, Intermediate Division Interim Revision, 1973
Man and the Earth, Intermediate Division, Geography Interim Revision, 1973
Physical and Health Education, Intermediate Division, 1973

- Circular 14: Textbooks, 1973/74
- Circular 14A: Textbooks, 1973/74
- Circular 14B: Textbooks, 1973/74
- Circular H.S.1: Secondary School Organization and Diploma Requirements, 1974/75
- Circulaire H.S.1: Organisation de l'école secondaire: exigences des diplômes, 1974/75

Répertoire 15: matériel didactique canadien

Miscellaneous

Education: Principal Priority for Ontario
Educational Resources Allocation System Task Force, Newsletters 1-5
Educational Resources Allocation System Task Force, Working Papers 1-4
Integrated School System
Managing School Transportation
Ontario Elementary and Secondary School Enrolment Projections
Project Canada (Information Kit)
Proposed Consolidation of the Schools Acts
Roman Catholic School Enrolment
Young Travellers

Periodicals

Ministry of Education News (internal quarterly)
Ontario Dimensions in Education (8 issues a year)

■ Issued annually

Introduction to Selected Statistical Tables

Reports

Interim Report No. 2, Committee on the Costs of Education

Interim Report No. 3, Committee on the Costs of Education

Report of the Minister of Education, 1972

Report of the Provincial Task Force on H.S.1: A Summary

Report of the Study Team on the Sharing or Transferring of School Facilities

Enrolments, Schools and Boards, 1973

There were 1,422,885 students enrolled in 4,038 elementary schools in Ontario in 1973. The public schools, 2,718 in number, operated by 119 boards, accounted for an enrolment of 998,668 students or 70.2 per cent of elementary school enrolment. The 1,320 Roman Catholic separate schools operated by 61 boards reported an enrolment of 424,217 students and accounted for 29.8 per cent of all elementary school enrolment.

At the elementary school level, the public school boards employed 39,803 teachers, and the Roman Catholic separate school boards employed 16,827 teachers. The number of teachers in secondary schools in 1973 was 33,899.

There were 78 boards of education that operated both elementary and secondary schools. In the 611 secondary schools operated by these boards, 585,725 students were enrolled.

Schools for the trainable retarded and schools in a medical setting (in hospitals, sanatoria, or other treatment centres), numbering 155 and operated by 83 boards, reported an enrolment of 6,961 students.

The Ministry of Education operated 16 provincial schools in which 2,705 students were enrolled. Table 1 shows the number of students enrolled and the number of schools, boards, and teachers as of September 30, 1973. An historical view of enrolment trends is presented in Graph 1.

Declining Enrolment

Elementary school enrolment has been declining since 1971. The decrease in elementary school enrolment of 22,216 between 1972 and 1973 was, however, well within the projected enrolment figures prepared by the ministry¹. On the other hand, the annual increase in secondary school enrolment of only 2,712 students (or an annual rate of 0.5 per cent) in 1973 was much less than what had been anticipated.

Demographic Influences

The population boom of the forties and fifties as well as the large numbers of immigrants who arrived in Ontario during those years prompted the expansion of the educational system and educational facilities in the province. Once the children born during this period reached school age, enrolment in elementary schools began to increase. As the students progressed to higher grades or levels of education, pressure began to build for increased facilities in secondary schools.

During these years of unprecedented expansion, an important demographic development was under way. The high annual birth rate, the most important

¹ Ontario Elementary and Secondary School Enrolment Projections, 1973-1982, Ministry of Education, Ontario, September 1973.

factor which influenced the increase in enrolment, was on the decline.

The present decline in elementary school enrolment, which began in 1971, can be related to the declining birth rate in Ontario during the period 1960 to 1968. In 1960, there were 159,245 births, or a birth rate of 26.1 per thousand population in Ontario. By 1968, the number of births had decreased to 126,257, or a birth rate of 17.3 per thousand population. In 1973, the Ontario birth rate was at its lowest point in over 100 years, at 15.8 per thousand population. The lower birth rate together with a reduction in the number of school-age children coming to Ontario from other provinces or countries are two of the factors accounting for the downward trend in school enrolment figures. Table 2 shows the number of live births in Ontario for the years 1957 to 1973. Table 3 represents the number of school-age immigrants (under the age of 18 years) coming to Ontario during the period 1957 to 1973. Graphs 2 and 3 provide an illustration of Tables 2 and 3 respectively. Showing a pattern similar to the elementary school enrolment, the annual rate of increase in secondary school enrolment during the past few years has also begun to show signs of declining.

Teachers

As of September 30, 1973, school boards in Ontario employed 56,630 teachers in the elementary schools and 33,889 teachers in the secondary schools, for a total of 90,519 teachers (Table 1). There were 1,361 fewer elementary school teachers in 1973 than in 1972, and 660 fewer secondary school teachers. The number of teachers in elementary and secondary schools for the years 1959 to 1973 is shown in Table 4 and Graphs 4 and 5.

Withdrawals

The number of teachers who withdrew from the teaching profession in the school year 1972-73, the reasons for their withdrawal, and the areas from which the teachers were drawn are shown in Table 5. Those who left the profession to "resume household duties" account for the largest category of withdrawals: 3,414 teachers. Those who left to take up employment in areas other than education and those who left for "other reasons" account for 2,302 teachers. The number of teachers who retired from the profession numbered 1,517.

Acquisitions

The school boards employed 3,874 graduates from Ontario teacher education institutions, or 45.5 per cent of all teachers appointed during the school year 1972-73. A total of 1,554 teachers re-entered the profession. Altogether, 10,529 teachers withdrew from the teaching profession, and 8,508 teachers were appointed during the school year.

Qualification of Teachers

Regulations^{2, 3} made under the Ministry of Education Act, which require an elementary school teacher to hold a university degree,⁴ partially account for the increase in the number of teachers holding degrees. Statistics on the qualifications of teachers (Table 6) as well as the historical data (Graph 6) reveal the extent to which the upgrading of qualifications has taken place. In 1971, those holding Standard 4 teaching certificates (for which a university degree is a prerequisite) accounted for only 19.4 per cent of the elementary teachers employed. By 1972, this percentage had increased to 24.6 per cent. In 1973, those holding a Standard 4 certificate accounted for the largest group, representing 30.1 per cent of all elementary teachers employed. The number of elementary school teachers holding a university degree is expected to increase. The percentage of secondary school teachers holding a permanent or interim certificate has also shown an increase, from 93.3 per cent in 1971 to 97.7 per cent in 1973.

2 Regulation made under the Ministry of Education Act, Reg. 295/73, Section 4 (b), *The Ontario Gazette*, vol. 106-22, p. 2282. The Queen's Printer and Publisher, Toronto, June 2, 1973.

3 Regulation made under the Ministry of Education Act, Reg. 688/73, Section 2 (b), *The Ontario Gazette*, vol. 106-47, p. 4635. The Queen's Printer and Publisher, Toronto, November 24, 1973.

4 These regulations apply to the teachers in elementary schools or classes where the language of instruction is English.

Table 1 Education in Ontario -1972 and 1973^a

Type of Schools	Boards Operating Schools		Schools in Operation		Enrolment		Number of Full-time teachers	
	1972	1973	1972	1973	1972	1973	1972	1973
Public	121	119	2,790	2,718	1,022,935	998,668	41,163	39,803
Roman Catholic Separate	61	61	1,336	1,320	422,166	424,217	16,828	16,827
Elementary	182	180	4,126	4,038	1,445,101	1,422,885	57,991	56,630
Secondary	78	78	607	611	583,013	585,725	34,549	33,889
Total	182^b	180^b	4,733	4,649	2,028,114	2,008,610	92,540	90,519
Trainable Retarded	67	66	134	138	6,059	6,442	702	749
Schools in a Medical Setting	17	17	17	17	468	519	62	67
Provincial Schools	16	16	2,601	2,705	478	506
Grand Total of publicly-supported Education	194	191	4,900	4,820	2,037,242	2,018,276	93,782	91,841
Private Schools	282	295	44,826	46,300	2,150	3,940

Notes:

^aStatistics as of September 30 in each year.

^bNet total excludes duplication of 78 boards of education that operate both elementary and secondary schools, two of which are on crown lands.

Table 2 Live Births and Rates, Ontario 1957 to 1973

Year	Live Births ^a	Rate ^b
1957	150,920	26.8
1958	152,637	26.2
1959	157,124	26.3
1960	159,245	26.1
1961	157,663	25.3
1962	156,053	24.6
1963	155,089	23.9
1964	152,729	23.0
1965	141,610	20.9
1966	131,942	19.0
1967	127,509	17.8
1968	126,257	17.3
1969	130,398	17.5
1970	134,724	17.6
1971	130,395	16.9
1972	125,060	16.0
1973 ^c	125,601	15.8

Notes:

^aStatistics based on calendar year.

^bRate per thousand population.

^cTentative figures supplied by the Office of the Registrar General, Ontario.

Source: Ontario Vital Statistics, 1957 to 1972.

Table 3 Immigration to Ontario of Children under 18 Years of Age by Age Group, 1957 to 1973

Calendar Year	0 - 4 Years	5 - 9 Years	10 - 14 Years	15 - 17 Years	Total Immigrants under 18 Years	Total Immigrants All Ages
1957	14,362	13,339	8,550	4,186	40,437	147,097
1958	5,776	5,194	3,836	2,222	17,028	63,853
1959	4,914	4,500	3,470	2,060	14,944	55,976
1960	4,655	4,113	3,256	1,948	13,972	54,491
1961	3,034	2,661	2,277	1,388	9,360	36,518
1962	3,326	2,872	2,174	1,312	9,684	37,210
1963	4,718	3,832	2,838	1,863	13,251	49,216
1964	6,164	5,072	3,845	2,692	17,773	61,468
1965	8,466	6,988	4,941	3,139	23,534	79,702
1966	11,852	9,969	6,587	3,843	32,251	107,621
1967	11,228	9,759	6,318	3,614	30,919	116,850
1968	8,517	7,557	5,036	3,156	24,266	96,155
1969	7,435	6,744	4,304	2,757	21,240	86,588
1970	6,797	6,155	4,081	2,618	19,651	80,732
1971	5,322	4,999	3,555	2,300	16,176	64,357
1972	5,547	5,320	3,759	2,379	17,005	63,805
1973	7,859	8,179	5,860	3,698	25,596	103,187

Source: Department of Manpower and Immigration, Ottawa.

Table 4 Full-time Teachers in Ontario 1959 to 1973

Year	Elementary	Secondary	Total
1959	35,241	10,464	45,705
1960	36,533	11,478	48,011
1961	38,079	12,850	50,929
1962	39,249	14,923	54,172
1963	40,875	17,170	58,045
1964	42,750	19,205	61,955
1965	44,967	21,659	66,626
1966	47,647	24,242	71,889
1967	51,018	27,164	78,182
1968	54,587	30,203	84,790
1969	57,587	32,342	89,929
1970	59,307	33,693	93,000
1971	58,329	34,469	92,798
1972	57,991	34,549	92,540
1973	56,630	33,889	90,519

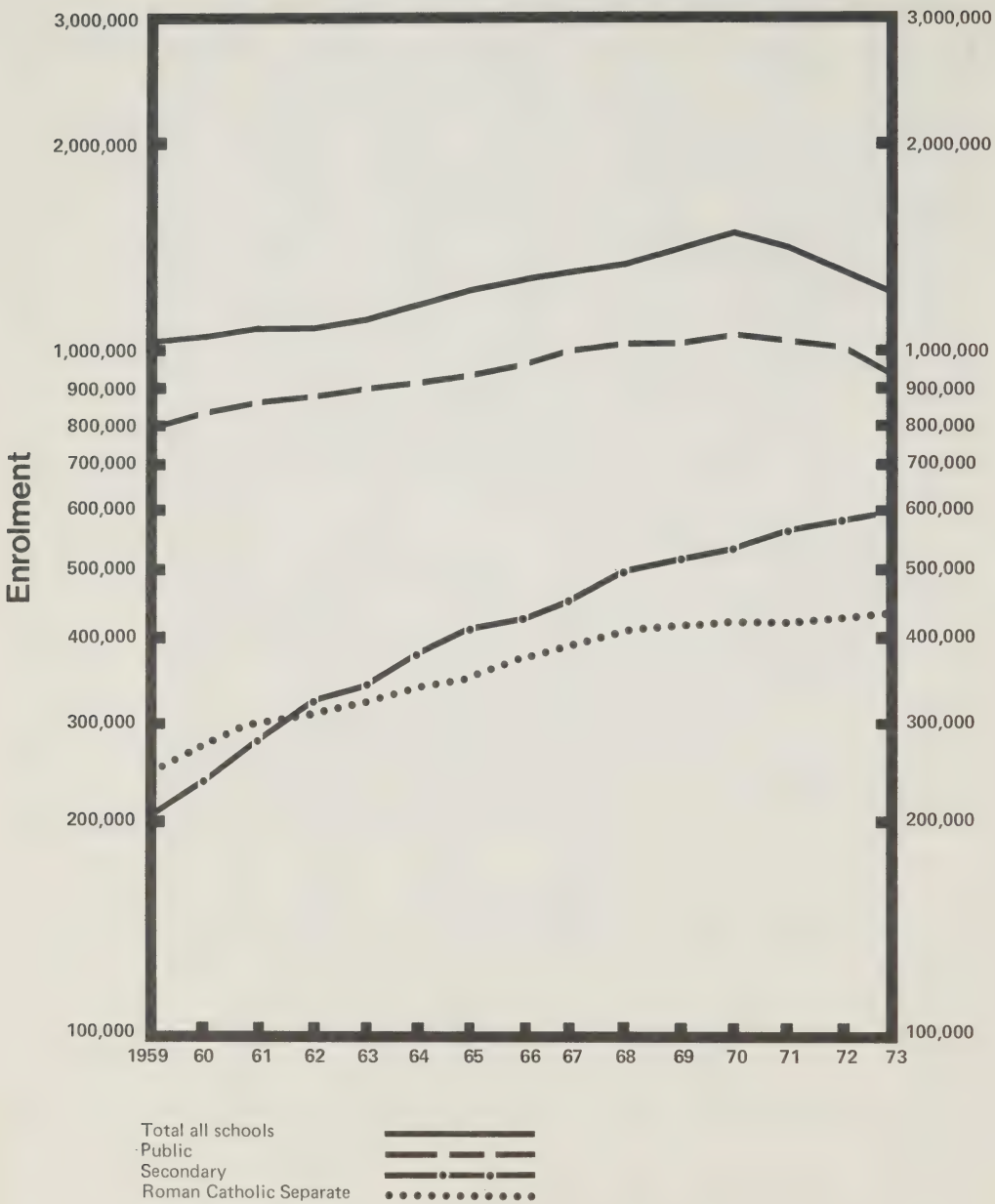
Table 5 Full-time Teachers-Withdrawals and Acquisitions 1972 to 1973

	Public	Roman Catholic Separate	Total Elementary	Secondary
Number of full-time teachers on September 30, 1972	41,163	16,828	57,991	34,549
Withdrawals—September 30, 1972, to September 30, 1973				
To teach in elementary, secondary, or private schools or teachers' colleges in Ontario	135	121	256	116
To teach in a school for the Trainable Retarded	12	5	17	3
To teach outside Ontario	132	80	212	128
To teach part-time	309	211	520	195
To teach in a college of applied arts and technology	3	3	6	25
To enrol in teachers' colleges, universities, and other educational institutions	326	183	509	219
To teach in another province or country on a formal exchange plan	52	6	58	36
To a supervisory, administrative, or consultative position in education	212	113	325	135
To a field outside education	403	179	582	550
Resumption of household duties (married women)	2,059	774	2,833	581
Marriage	142	65	207	67
Retirements	808	293	1,101	416
Illness	72	55	127	46
Death	41	13	54	35
Other	532	230	762	408
Total, withdrawals	5,238	2,331	7,569	2,960
Acquisitions—September 30, 1972 to September 30, 1973.				
From Private elementary and secondary schools	18	46	64	23
From schools for the Trainable Retarded	16	—	16	1
From schools outside Ontario	141	98	239	81
Graduates from an Ontario teacher education program	1,605	1,017	2,622	1,252
Qualified teachers re-entering who were not employed as teachers in Ontario last year	825	388	1,213	341
Former part-time teachers now teaching full-time	382	249	631	123
Teachers on exchange from other jurisdictions	49	3	52	34
Holding letter of standing	81	33	114	40
Holding temporary secondary school certificates	—	—	—	11
Other	761	496	1,257	394
Total, acquisitions	3,878	2,330	6,208	2,300
Acquisitions less withdrawals	-1,360	-1	-1,361	-660
Number of full-time teachers on September 30, 1973	39,803	16,827	56,630	33,889

Table 6 Qualifications of Full-time Teachers 1971 to 1973

Elementary Teaching Certificates	1971		1972		1973	
	Number	Percent	Number	Percent	Number	Percent
Standard 1	23,650	40.5	18,539	32.0	13,247	23.4
Standard 2	14,228	24.4	15,389	26.5	15,898	28.1
Standard 3	6,452	11.1	7,527	13.0	8,573	15.1
Standard 4	11,294	19.4	14,261	24.6	17,034	30.1
Other	2,705	4.6	2,275	3.9	1,878	3.3
Total	58,329	100	57,991	100	56,630	100
Secondary Teaching Certificates						
Permanent or Interim	32,154	93.3	33,301	96.4	33,083	97.7
Other	2,315	6.7	1,248	3.6	806	2.3
Total	34,469	100	34,549	100	33,889	100

Graph 1
Enrolment in Public, Roman Catholic Separate
and Secondary Schools 1959-1973



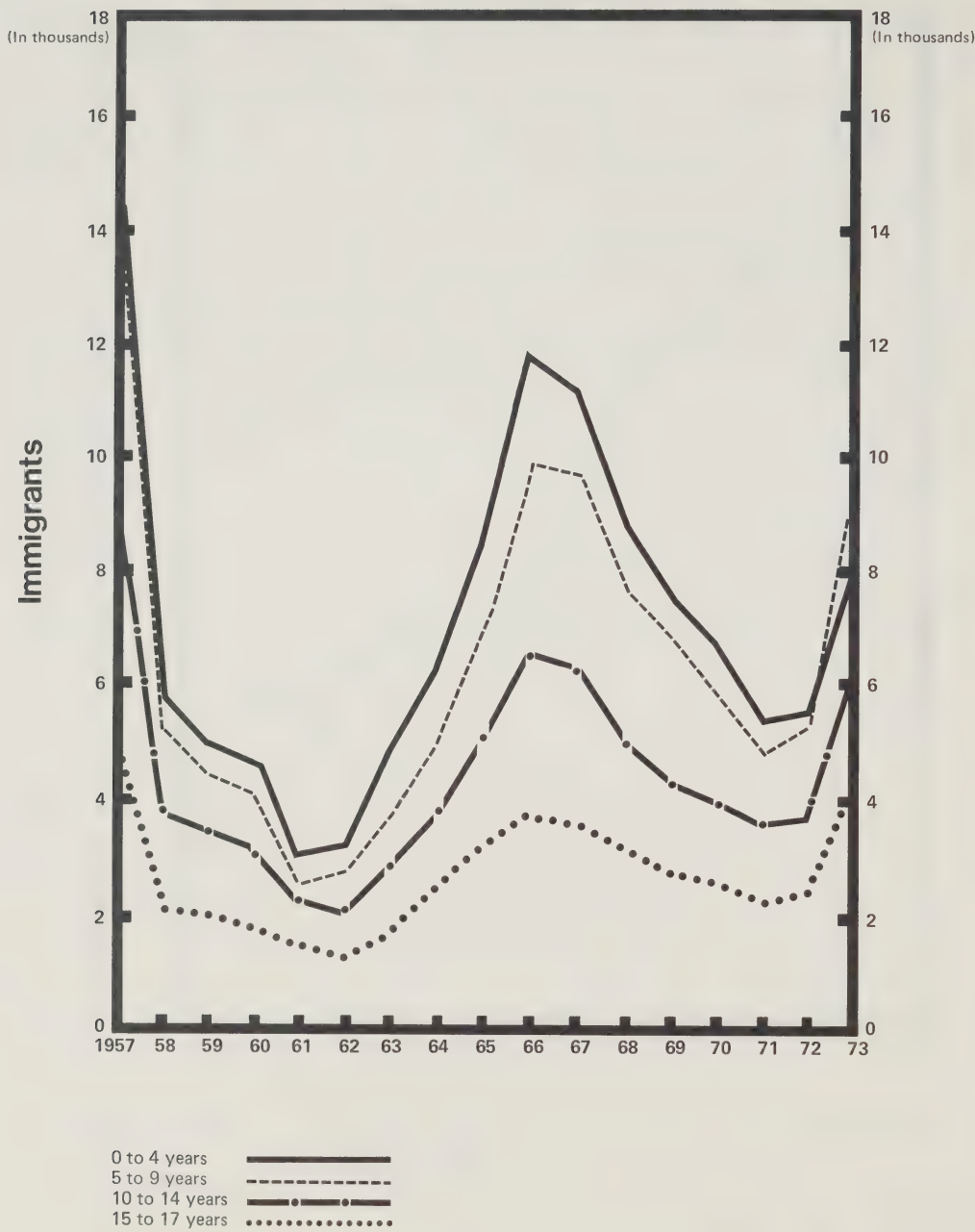
Source: Table 1

Graph 2
Birth Rates, Ontario
1957-1973



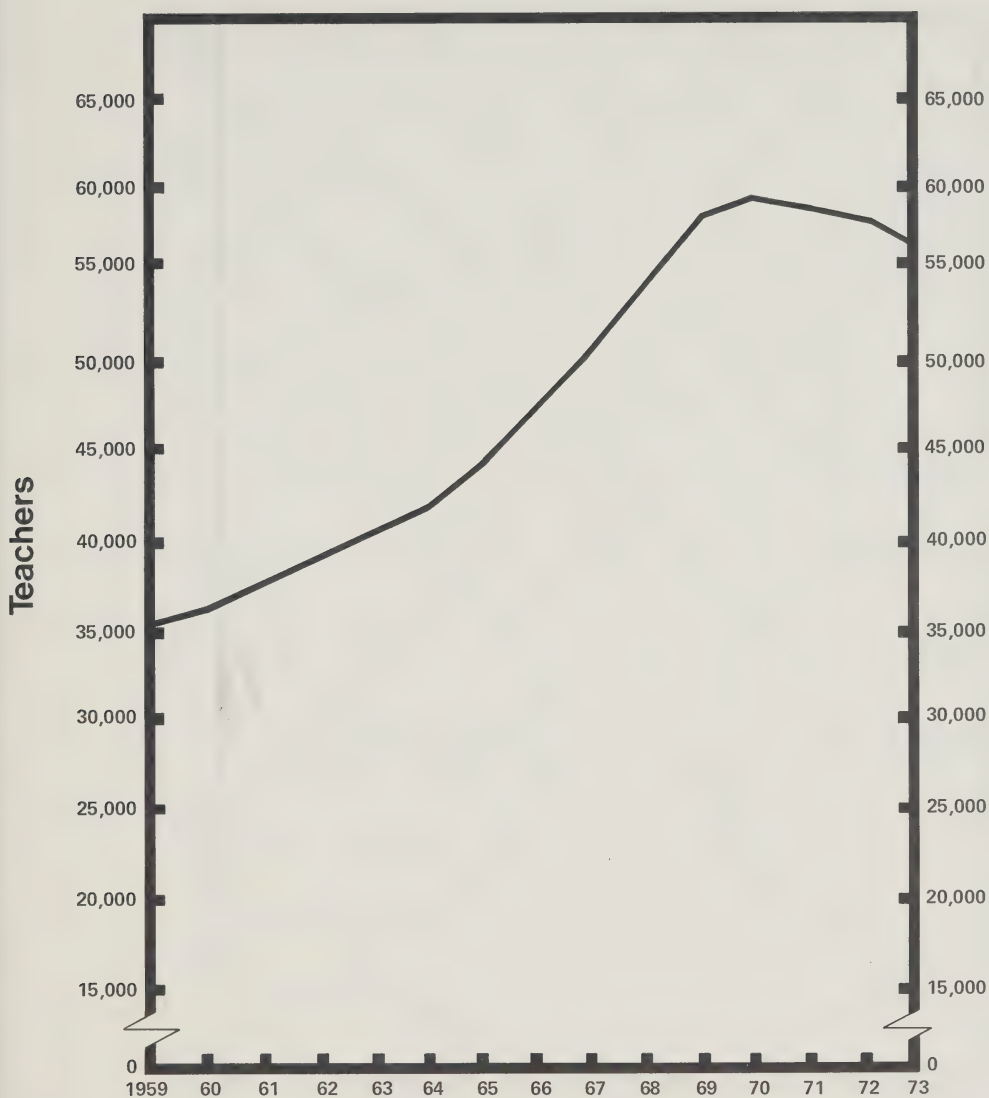
Source: Table 2

Graph 3
Immigrants to Ontario 18 Years of Age and Under
by Age Group 1957-1973



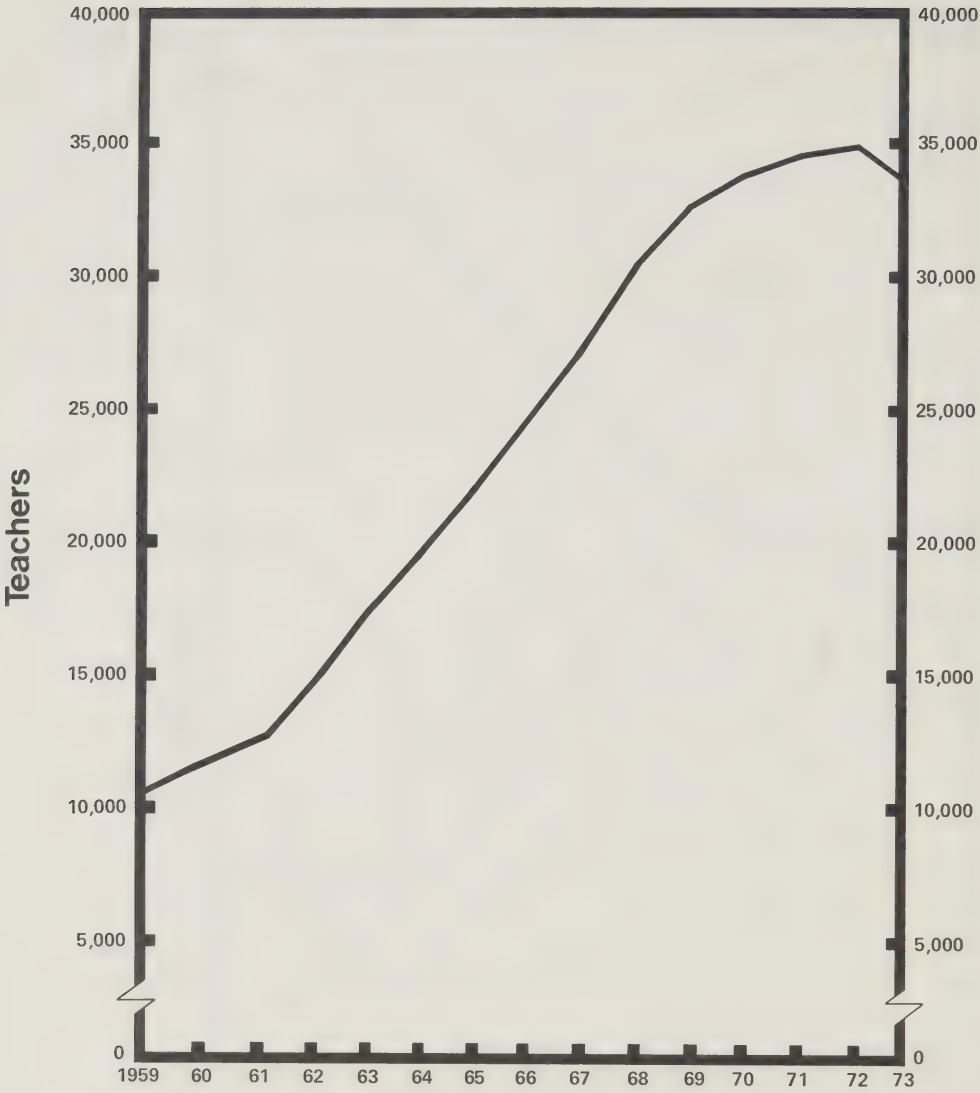
Source: Table 3

Graph 4
Elementary School Teachers
1959-1973



Source: Table 4

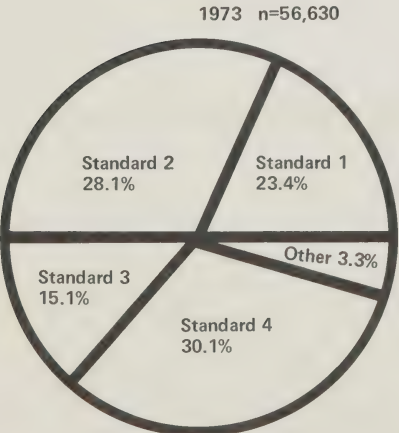
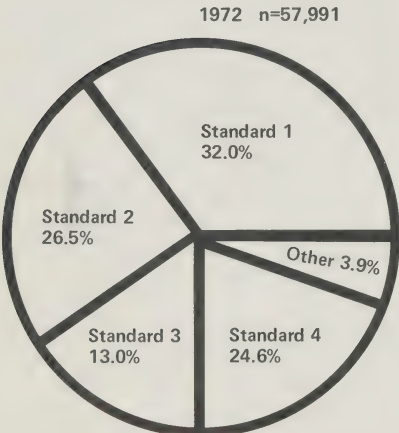
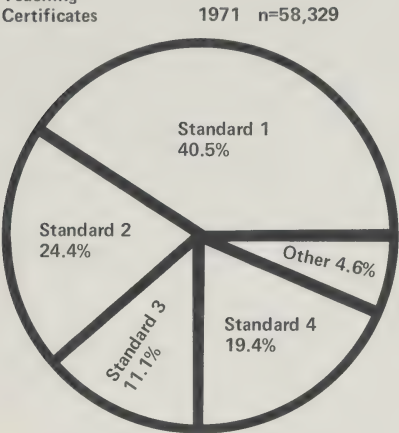
Graph 5
Secondary School Teachers
1959-1973



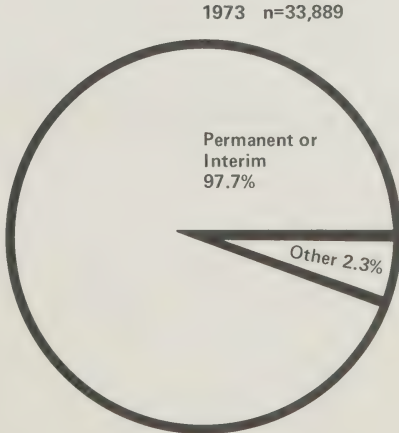
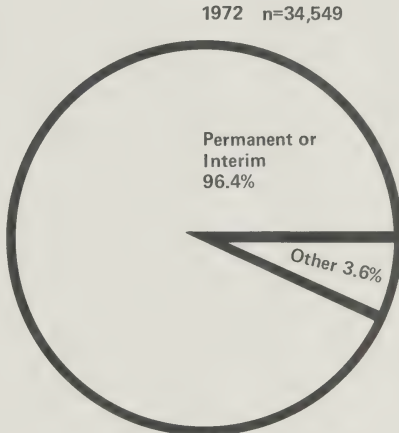
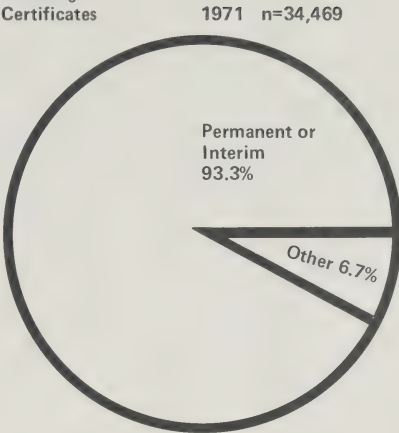
Source: Table 4

Graph 6 **Qualifications of Full-Time Teachers** **1971,1972 and 1973**

Elementary
Teaching
Certificates



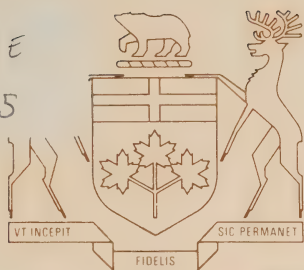
Secondary
Teaching
Certificates



Source: Table 6

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Ontario

Government
Publications

Education



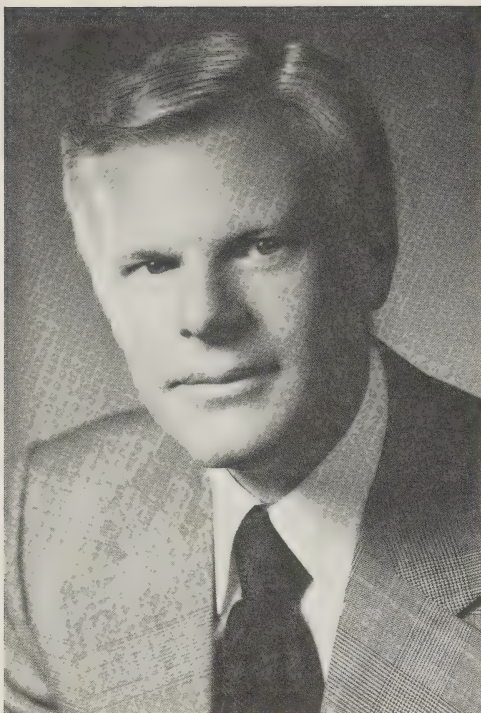
Report of the Minister of Education
to the Legislative Assembly of Ontario
for the fiscal year 1974-75

**The Report of the
Minister of Education, 1974-75**

Printed by Order of the Legislative Assembly of
Ontario

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122



The Honourable Pauline M. McGibbon
Lieutenant-Governor of the Province of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the Annual Report of the Ministry of Education for the fiscal year beginning April 1, 1974, and ending March 31, 1975.

This report focuses on the major programs through which the Ministry endeavours to accomplish its four main objectives: the provision of (a) suitable programs, (b) qualified personnel, (c) satisfactory facilities, and (d) equitable financing for elementary and secondary school education in the province.

During the fiscal year under review, the new Special Education Branch was formed, with a Special Services section to develop Special Education policies, provide leadership in this important area, and assist local school boards, through regional office personnel, to develop comprehensive programs and services for exceptional children. The regional offices also began their first year of operation under the new organizational pattern recommended by the Task Force on the Organization of the Ministry of Education.

During the summer of 1974, the first half of a special teacher education program designed to encourage more native people to qualify as elementary school teachers was offered at the Hamilton campus of the Ontario Teacher Education College.

In October, the Ministry gave school boards further encouragement to establish ties with their communities by offering grant assistance for programs designed to increase community involvement in the school and school involvement in the community.

On January 1, 1975, the new Education Act, 1974, came into effect. The new act represents a consolidation of the five statutes that previously provided the legislative framework for elementary and secondary education in the province.

February 1975 saw the release of *The Formative Years*, the new policy statement of the Ministry concerning the goals and curriculum of the Primary and Junior divisions. The document stresses the importance of the basic skills that are such an essential part of a child's education, especially in these early years of formal schooling. *People of Native Ancestry*, a new resource guide dealing with the heritage of the original Canadian people, was also released in February; it is intended for use with both native and non-native students.

Emphasis has been given in this report to the important changes and developments mentioned above. Detailed statistical data on education in Ontario are provided in the new edition of *Education Statistics, Ontario*.

Respectfully submitted,

Thomas L. Wells

Minister of Education

Contents

4	Introduction
6	Programs for Education
20	Personnel for Education
24	Facilities for Education
28	Finance for Education
30	Legislation for Education
31	Communicating for Education
33	Planning for Education ✓
35	Ministerial Committees, Commissions, and Task Forces
36	Publications

Introduction

Within the structure of the Government of Ontario, responsibility for education rests primarily with the Ministry of Education and the Ministry of Colleges and Universities. The Ministry of Education concentrates on programs that range from the beginning of elementary school to the end of secondary school.

The goal of the Ministry of Education is the attainment of quality and equality in elementary and secondary education for all the people of this province. This goal can best be achieved through the provision of:

- a) a full range of educational, cultural, and recreational programs within its jurisdiction;
- b) qualified personnel for these programs and activities;
- c) suitable facilities for recognized educational activities; and
- d) the equitable distribution of available financial resources to meet the aforementioned objectives.

Responsibility for the achievement of these objectives is shared by the Ministry of Education and the 198 school boards located throughout the province.

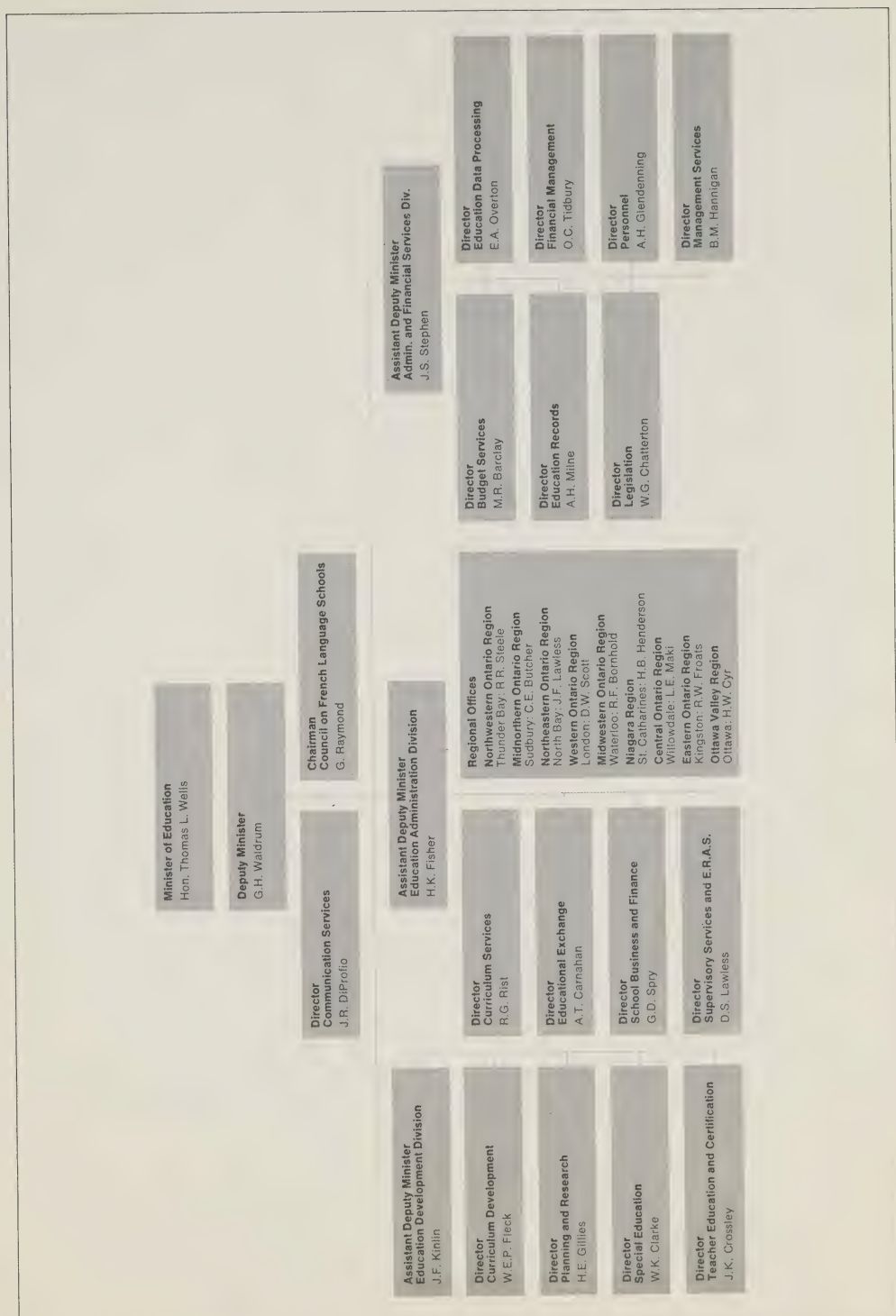
As the British North America Act—in giving the educational mandate to the provincial governments within Canada—recognizes the need for an understanding of local conditions in the structuring of an educational system, so the provincial authority recognizes the tremendous diversity of conditions and needs that exists even within a single province. Thus the provincial government in Ontario has delegated the administration of specified areas of education to local authorities, with the result that school boards have many responsibilities with regard to local educational activity and decision-making.

While the Ministry of Education formulates the philosophy within which educational opportunities are offered, it does so within a framework that takes the views of the educational as well as the general community into account; it must thus have effective channels of communication through which it can be made aware of the views of school board officials,

teachers and other educators, and the general public. It must also have efficient means of interacting with local authorities in order to provide whatever assistance is required in implementing programs and to ensure that the public is being well served by the educational community.

To carry out its obligations to the students of Ontario, the Ministry of Education had a complement of 2474 at the end of the fiscal year. Of these 2474 employees, about 1150 worked in the special schools operated by the Ministry and 120 in the Ontario Teacher Education College; more than 400 served in the nine regional offices that provide direct services to school boards; and just over 100 were professional educators working at Queen's Park on the development of educational programs and curriculum materials. The others were attached to the Correspondence Courses Section or provided administrative and support services in the central office.

Organization Chart



One of the stated objectives of the Ministry of Education is to ensure "a full range of educational, cultural, and recreational programs within its jurisdiction". The most important component in the educational system is the student, whose existence creates the need for the system. There is no such thing as "the average student"; each one is an individual with his or her own special needs and expectations. For this reason, the Ministry of Education has long had a policy of endeavouring to provide a great diversity of programs in an attempt to satisfy as many of these individual needs as possible.

Curriculum

The school program in Ontario is divided into four divisions—Primary, Junior, Intermediate, and Senior. The Primary Division includes the Kindergarten years plus three years. The Junior Division covers the next three years, the Intermediate Division the following four years, and the Senior Division the final three years. It is during the Primary and Junior years that the child must learn many of the basic skills that he will need to get along comfortably in society. His early school years are designed primarily to help him understand his environment and to communicate adequately, as well as to prepare him for further studies at the secondary and post-secondary levels.

Cyclic Review

To ensure that our elementary and secondary programs keep pace with the constantly changing needs of society and the student, the Ministry of Education has undertaken to review the curriculum of the various divisions on a rotating basis. The cycle includes input, development, and implementation phases and stretches over six years. For the purpose of cyclic review, the Primary and Junior divisions are combined so that there is a total of three learning divisions to be examined.

The Primary-Junior review input phase began late in 1970, and the implementation stage has just begun. The Intermediate review input stage began in September 1972, and the development phase started in 1974. A substantial review of the Senior Division was undertaken prior to the preparation of the current edition of *Circular H.S.1: Secondary School Diploma Requirements*.

Curriculum P1J1

The input and development stages of the Primary/Junior Cyclic Review culminated in the preparation of a package of materials related to curriculum for the early years of a child's formal education. This package includes a policy statement outlining general expectations with respect to different aspects of the Primary-Junior program; a comprehensive rationale for the program, including suggestions for approaches and procedures that can be used to achieve its objectives; and a series of practical support documents illustrating these approaches and procedures in classroom terms at

various levels and in various disciplines. The policy statement, entitled *The Formative Years*, was released in February 1975, and other materials will be published in the near future. The Primary/Junior Cyclic Review has now entered the implementation stage.

The first resource guide to evolve from the review, *People of Native Ancestry*, was released in February and will be used both in reserve schools and in schools where no native children are in attendance. The guide covers the history and culture of Canada's native peoples and their contributions to non-native society. It is intended to develop a positive self-image in native children and, in non-native children, an understanding and appreciation of the heritage and culture of the original Canadian people. Plans for the implementation of this resource guide include the assignment of one native education officer to each regional office to act as a consultant to the schools setting up programs.

During the 1974-75 school year, all the regional offices have been involved in preparing for the implementation of the new P1J1 curriculum for the Primary and Junior divisions. Some months prior to the publication of the first of the curriculum materials for the new program, the Ministry held a four-day session at Queen's Park to acquaint regional office personnel with the details of the package so that they might be able to assist local school boards in the interpretation of curriculum philosophy and policy, the development of programs based on the guidelines, the preparation of teaching materials, and other aspects of implementation.

The Eastern Ontario Regional Office, for instance, has a P1J1 team which has been working very closely with the school boards in the region on developing plans and preparing the staff for the implementation of the new curriculum. The Northumberland and Newcastle Board of Education held orientation workshops, conducted by Ministry officials from the regional office, which included not only principals and teachers but also trustees and parents. The Frontenac-Lennox and Addington County Roman Catholic Separate School Board conducted similar workshops with the assistance of members of the Eastern Ontario Regional Office. In addition, Eastern Ontario Regional Office P1J1 team members were available to individual schools for at least one day a week from October 1974 to May 1975. Similar orientation programs and preparatory work have been undertaken throughout the province with the assistance of regional office staff in an effort to prepare the schools for the implementation of the new program in September 1975.

Secondary School Diplomas

The Secondary School Graduation Diploma is granted to a student on the recommendation of his secondary school principal once the student has attained a minimum of 27 credits. The student's program is individual, but must include work in four major areas of study—Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts. In addition, four of the 27 credits required for the diploma must be earned in English Studies and two in Canadian Studies. In 1974, 91 851 students received Secondary School Graduation diplomas.

The Secondary School Honour Graduation Diploma is granted to a student upon the recommendation of his secondary school principal when the student has earned an additional six credits in courses acceptable for Honour Graduation. In the school year that ended in June 1974, 40 710 students qualified for the Secondary School Honour Graduation Diploma. Of these, almost 21 per cent received the Ontario Scholar Award, meaning that they attained an average of 80 per cent or better in their six Honour Graduation Diploma credits.

The student usually needs four years in secondary school to complete the Secondary School Graduation Diploma requirements and an additional year to attain the Secondary School Honour Graduation Diploma, but his program may be arranged to be completed in more or less time.

Secondary School Diploma Requirements, or Circular H.S.1, explains the philosophy behind the secondary school programs offered to Ontario students, and details the diploma requirements and the various ways of achieving the necessary credit courses and other secondary level courses.

The Ministry of Education issues Secondary School Graduation and Honour Graduation diplomas and maintains records of the diplomas granted. In 1974, close to 135 000 entries were added to the records.

The Secondary School Graduation Diploma indicates only the fact of graduation; if a student requires a transcript of individual courses taken and marks attained, he can obtain it from his school principal.

The Ministry also assists in the evaluation of the educational qualifications of elementary and secondary school students coming to Ontario from other provinces and countries.

Guidelines

As of September 1974, the Ministry of Education had released more than 150 curriculum guidelines for use in the Intermediate and Senior divisions. These guidelines cover a very wide range of academic, business, practical, and technical subjects, and many can be used as a basis for individual courses developed locally.

In February 1975, *Canadian Studies: A Supplement to H.S.1 1975-76 and 1976-77* was released. This document very clearly defines the criteria for designating a course as *Canadian Studies*. It also indicates a number of existing guidelines that could be used as the basis for Canadian Studies courses and provides a select bibliography of reports, studies, and resource lists that would be useful in developing such courses.

While the available guidelines have the scope to generate an extensive range of individual courses, a school will occasionally wish to introduce a course that is completely unrelated to any existing guideline or that may originate with ideas in a guideline but varies so much from the general content of the guideline that it must be considered an innovative course. No school or board may offer such a course for credit without having Ministry approval, a procedure that is now handled by the regional offices although the central office of the Ministry is always kept informed of what innovative courses have been approved. Many of these courses use established techniques and approaches but stress new subject material or new areas of emphasis in traditional subjects; others use an experimental approach and involve travel and out-of-school activities.

The approval, testing, and evaluation of innovative courses can lead to the development of new guidelines or the revision and expansion of existing ones. Innovative courses can also take advantage of individual situations and of specific and unusual local conditions. Most importantly, they provide schools the opportunity to satisfy a wide variety of interests and needs, and afford teachers and students the invaluable experience of developing relevant programs together.

The Ministry has compiled a file of innovative courses. A course title and some additional information are entered when approval is granted, and further details such as enrolment figures are added as they become available. This file will be useful not only as a historical record but also in developing future courses.

Evaluation

Every innovative course must be evaluated before a decision can be made to approve it again. Even programs that have been in effect for some time must be reviewed to make sure that they are still relevant. Indeed, the very basis and scope of the Ministry's philosophy of education, the effectiveness of its programs and their implementation, and the efficiency of individual school systems must be constantly evaluated if the Ministry is to maintain its dual goal of quality and equality of education.

Because evaluation is a major concern, the Ministry now provides assistance to school boards in evaluating their school systems. Called the Service for Co-operative Evaluation of School Systems, the service involves both internal and external evaluations undertaken at the request of a school board.

During the 1973-74 school year, the Ministry, in co-operation with local school systems, carried out four pilot projects using the system, as a result of which a number of refinements have been made. Eight school systems requested the evaluation service during the 1974-75 school year. Each project team is composed of local personnel and a co-ordinator from one of the Ministry's regional offices or the central office. For instance, the Superintendent of Supervisory Services for the Midnorthern Ontario Regional Office is Project Co-ordinator on the evaluation team that is currently studying the Manitoulin Board of Education school system.

This co-operative approach to the summative evaluation of school systems is expected to provide a sound basis for educational improvements at all levels in the education system. Seminars like the one conducted in November 1974 by the Supervisory Services Section of the Midwestern Ontario Regional Office ("Evaluation: The State of the Art") demonstrate the usefulness of the Ministry's Service for Co-operative Evaluation of School Systems and thus encourage local school systems to use it.

Circular 14

All textbooks and school supplies—except books for Honour Graduation courses—are provided for students by the school boards. *Circular 14*, an annual publication of the Ministry of Education, lists textbooks that have been reviewed and approved for use in Ontario schools. When choosing a book in a subject area for which textbooks are listed in *Circular 14*, a school must make its selection from those listed unless permission to use an unlisted book has been granted by the Minister. About 93.4 per cent of the books listed in *Circular 14* for 1975 are of Canadian authorship and manufacture.

Circular 14 is supplemented during the year by circulars 14A and 14B as new textbooks are published and submitted to the Ministry for consideration and listing. Since the publication of *Circular 14B, 1974*, the Ministry of Education has followed the policy of supplying school principals, upon request, with a free copy of any new title listed in the circular. The purpose of this plan is to help each school build up a set of those books listed in *Circular 14* that the principal and teachers feel they may wish to purchase for class use.

The Ministry also publishes a catalogue of Canadian curriculum materials called *Circular 15*.

The Northern Corps

Because of the diverse conditions that exist in the various regions in Ontario, the activities of the individual regional offices of the Ministry of Education vary considerably. One special service provided by the Ministry and carried out almost entirely by the three offices in Northern Ontario is the Northern Corps — a team of teachers specially trained to serve in isolated areas. Regional office professional staff make frequent visits to Northern Corps schools to help teachers plan their programs and solve specific problems.

Northern Corps schools are located in very isolated areas, some of which are without roads and occasionally without rail service, and as much as a hundred miles from the nearest doctor or hospital. (Medical and dental services are provided by a unit of the Public Health Services, Ministry of Health, which tours these communities regularly.) Despite their isolation, these schools are in communities, and a child rarely lives more than a mile from his school. For the 1974-75 school year, enrolment in Northern Corps schools ranged from 5 to 135, with a total of 640 pupils in 17 schools staffed by 32 teachers.

Size and isolation have not prevented the Ministry from ensuring that these schools are equipped with modern teaching aids, including videotape recording equipment and 16 mm projectors. The regional office resource centre in Sudbury has an extensive collection of teaching materials, including films, filmstrips, videotapes, games, tapes, records, and books. The Thunder Bay and North Bay offices also have some of these materials, all of which are available on loan to the Northern Corps schools. The accommodation, both in the teachers' living quarters and in the classrooms, is usually modern and comfortable, although occasionally living quarters that are separate from the school building have no electricity or indoor plumbing. More than a million dollars was spent by the Ministry during the 1974-75 school year on maintaining and servicing Northern Corps schools.

Each of the three regional offices in Northern Ontario holds a professional development program in the fall specifically for teachers in Northern Corps and other isolated schools. In addition, an intensive one-week orientation program is held by the Ministry each summer for new Northern Corps teachers and teachers of isolated boards. Fifty teachers attended the course held at the University of Western Ontario in August 1974. In addition to providing special teaching ideas and assistance, the course prepares teachers for the various experiences and problems they may encounter in these remote areas.

The teachers attend to minor school repairs themselves, but service people are flown in to take care of major emergencies. All Northern Corps schools can contact their regional office either by telephone or two-way radio. Although one school this year had five teachers and another had four, all others had only one or two teachers. The summer course and the professional development programs have the added benefit of allowing these teachers to realize that they are part of a group providing a special service rather than individuals working in total isolation.

Although Northern Corps schools have many characteristics and problems in common, it is not really possible to choose one and say that it is typical. A description of one school, however, will give some idea of the conditions under which Northern Corps teachers live and teach. Ferland is on the Canadian National Railway line near the north shore of Lake Nipigon. There is no road into Ferland, but the village is only about 30 miles from Armstrong, which can be reached by gravel road from Thunder Bay, about 150 miles to the south. The distance from Thunder Bay to Ferland is less than 200 miles, but train schedules are such that a one-day visit from the regional office necessitates a three-day trip. For this reason, charter flights landing on Ombabika Bay off Lake Nipigon are frequently used, especially in cases of emergency.

Ferland Public School was built in 1968 of aluminum siding. It has two classrooms and an apartment for the teachers consisting of a combined livingroom-kitchen and two bedrooms. Diesel motors generate power and the building is heated by an oil furnace, with the oil and diesel fuel being delivered twice a year. For the 1974-75 school year, Ferland had 34 pupils and two teachers. (Where a school requires two teachers, the Ministry hires a husband and wife team or two men or two women so that only one apartment needs to be provided.) All the pupils at Ferland live within a half mile of the school.

School Section No. 1, MacDuff, includes Grade 9, but all other Northern Corps schools cover Grades 1 to 8 only. Most of the children in Northern Corps communities come from Indian and Métis families who work in hunting, mining, tourism, or government services. Most of them have spent their entire lives in these small, isolated communities. To attend secondary school, the students must move to a larger centre and live away from home. The Ministry of Education offers grants to help these students pay their room and board and gives them a travel allowance so they may return home during school holidays. During the 1974-75 school year the Ministry of Education and the Ministry of Community and Social Services shared the cost of two counsellors stationed in Thunder Bay whose task was to help students from isolated communities adapt to their new environment. The counsellors attained a high degree of success during the school year and helped some 60 students attending secondary schools in the city with social and educational problems.

French-Language Education

The Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students. The Ministry is also anxious to provide appropriate opportunities for students who wish to become bilingual.

French-Language Schools

Legislation permits a school board to establish classes or entire schools for the provision of French-language instruction. It *requires* a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is 25; for secondary education, it is 20.

On September 30, 1974, the Province of Ontario had 302 elementary schools and 23 secondary schools offering instruction entirely in the French language. In addition, there were about 40 secondary schools offering part of the curriculum in the French language. Enrolment in French-language instruction programs in the 1974-75 school year totalled nearly 80 000 at the elementary level and over 30 000 at the secondary level. The distribution of this enrolment across the province is shown in the table on page 10.

Ministry of Education services are provided to schools offering French-language instruction through the Council on French-Language Schools and the regional offices. Six of the nine regional offices of the Ministry now have French-speaking supervisory services staff to assist school boards involved in the administration, supervision, or establishment of French-language classes. The other three regions are served by the officers in adjoining regions.

During this past year, the Languages of Instruction Commission of Ontario was established to help settle differences between school boards and parents regarding official minority language education.

French for English-speaking Students

French was a prescribed course on the secondary school program in Ontario as long ago as 1854. It was a hundred years, however, before elementary schools attended by English-speaking pupils began to introduce French, and in 1966 the Department of Education published a Grade 7 program, its first guidelines for elementary school French. By the end of the decade, the idea of "immersion" in French was firmly established, and many immersion and extended programs are now in existence.

French-language instruction

Region	Elementary Schools		Secondary Schools			
	Number of Schools	Enrolment	Number of Schools	Enrolment	Homogeneous ¹	Mixed ²
Northwestern	3	583	—	2	—	168
Midnorthern	66	17 222	4	7	4 286	1 272
Northeastern	73	19 054	5	8	5 650	2 609
Western	21	4 429	1	5	100	606
Midwestern	2	290	—	—	—	—
Niagara	8	2 931	2	1	950	47
Central Ontario	13	3 479	1	1	532	265
Eastern	1	96	—	—	—	—
Ottawa Valley	115	32 098	10	15	9 564	4 857
	302	80 182	23	39	21 082	9 824

1. Homogeneous schools are those in which the entire program is designed for French-language students.

2. Mixed schools are those in which part of the curriculum is designed for French-language students and part of it for English-language students.

On June 12, 1973, the establishment of a ministerial committee whose function was to develop improved curriculum and techniques for teaching French to the English-speaking students of Ontario and to review the aims and objectives of French-language courses in our schools was announced. The Ministerial Committee on the Teaching of French presented its report in October 1974. The recommendations of the committee are under review at present.

At the same time, in the Ottawa area, the Ministry is continuing to provide financial assistance for experimental projects concerned with the teaching of French as a second language at varying levels of elementary education. The federal government is also providing financial assistance for the program. In addition, some of the regional offices have become involved in the special projects that their local boards are conducting in connection with their French-language programs.

Metrication

Because the Canadian government has adopted a policy and implemented a program of conversion to the internationally used metric system, the Ministry of Education feels that our students should be prepared to live in a metric world. For this reason, the Metric Task Force has now been replaced by the Metric Implementation Committee, which has developed a policy statement on metrication that has been distributed to all school boards in the province.

The policy statement provides guidance for the introduction of metric measurements into the curriculum. It also provides for additional grant money during the 1975-76 school year to help school boards finance their metric conversion programs.

The regional offices are already deeply involved in helping schools prepare for and implement their metric programs. Workshops and seminars are being held with administrators, board staff, teachers, and even parent groups. The Atikokan Board of Education's two-day

live-in metric immersion conference was attended by three members of the Northwestern Ontario Regional Office metric team.

In December, the same regional office held a conference in Thunder Bay to develop metrication leaders for each school community in Northwestern Ontario. The participants were prepared for advising their boards on matters of in-service training for teachers and other personnel, curriculum planning, purchasing, and community concerns. Similar programs are being undertaken by all regional offices.

The Eastern Ontario Regional Office has been helping school boards in its region with in-service metric programs for teachers for nearly three years and now finds that most schools are ready to proceed with the implementation of their metric program without much further assistance. The regional office personnel are now working with the school boards on preparing cost estimates for converting tools and machinery in the vocational areas of secondary schools in the region.

Other regions, also, are well prepared for metric conversion. In the Midwestern Ontario Region, the Bruce-Grey County Roman Catholic Separate School Board began the change-over to the metric system in the Junior Division in January 1975. A board-sponsored metric curriculum committee had already developed a guideline and conducted in-service training for teachers and meetings with parents to prepare for the change-over. In May 1974, all schools in the system held a metric week to introduce the new SI (Système international d'unités) measurement system to teachers and pupils.

Computer Services

Because of the principle of individual programming and the extensive list of courses available to students, the scheduling of student, teacher, and classroom time has become a very complex operation and a laborious and time-consuming task for school administrators. To help solve this problem, the Ministry has developed a computerized student scheduling system.

The Student Scheduling System can provide master student lists; individual student course requests and course request totals; timetables for students, teachers, and classrooms; lists of room, teacher, and student course conflicts; and numerous other reports and data. For the 1974-75 school year, 260 schools were using the Student Scheduling System. It can also be used in conjunction with the Ministry's Integrated School System, a computerized system that focuses on internal school administrative procedures.

The Integrated School System, currently in use in 155 schools, is designed primarily for the collection and reporting of student records. Among other reports and data, it can produce course and class lists; mark collection sheets, course mark lists, student mark summaries, report cards and various other lists compiled according to the school's specifications; student information sheets; and even bus route summaries and address labels.

A new system called ROMUS has been under development for some months. This system can do much of the paperwork involved in operating a student transportation system and provide an extensive range of reports for information or analysis. ROMUS can compute cost breakdowns for boards sharing a transportation system and can also produce much of the statistical data required in connection with transportation grants.

These services are available to schools on a cost-recovery basis and via mail-in or on-line techniques. The Education Data Processing Branch is prepared to train school personnel in data preparation and liaison. Training programs, using the branch's equipment and computer programs, are offered to remote job entry users.

In addition to these systems, which are invaluable in streamlining administrative procedures, the Ministry has also developed a number of programs that can be used by teachers (1) to mark and analyse multiple choice tests and determine their validity; (2) to facilitate the operation of courses in computer science; and (3) to create curriculum tools for a variety of courses such as Mathematics, Economics, Marketing, and other business subjects. The Student Compiles Service was used by nearly 2000 students in more than 35 schools during the past year, and was also used extensively by Sault College in Sault Ste. Marie.

The Student Guidance Information Service

One of the most useful and most used computer systems developed by the Ministry is one that is of direct value to the individual student in planning his program and his future.

The data bank of the Student Guidance Information Service contains a wide range of information, including (1) descriptions of close to 7000 careers available in Canada; (2) listings of program and course requirements for more than 625 occupations; (3) outlines of programs and courses at 200 post-secondary institutions in Canada. The student who has a very specific career in mind can find out not only where he can get the training needed but also what prerequisites are required for such training. Or a student may wish an answer to as vague a question as: "I like working outdoors and with people, and in a field related to engineering. What can I do?" The SGIS, as it is usually called, will supply a list of possible careers. Again, a student may ask to be kept up to date on changes in a particular course at a particular college or university. Or he may request detailed information about a specific faculty at a particular institution.

The Student Guidance Information Service is already used by almost 275 schools in the province, which means that its store of information is available to over 100 000 students. The information may be obtained in two ways. Generally, the school or board will use the mail-in method: a student fills in one or more request forms asking for the information he wants; these forms are processed in Toronto and the student receives a reply printed on notebook-size paper. In the fall of 1973, experimentation began with direct access to the master computer via terminals in three schools (South Porcupine, Orangeville, and Bowmanville). This experiment proved so successful that there are now seven schools with terminal access to the SGIS data bank. Using the terminal keyboard and video screen, the student can obtain immediate answers to a wide variety of questions; a printout of the information is produced on the associated printer if desired. The Ministry of Community and Social Services and the Canadian International Development Agency also acquired access to the system recently.

The Student Guidance Information Service is designed to relieve guidance counsellors of routine data-gathering duties so that they may spend more time with individual students, helping them to review the information they have obtained from the system and to define long-term career goals and immediate educational needs. SGIS also encourages career discussion among students and between students and their parents and guidance counsellors. The service is provided to schools on a cost-recovery basis.

Correspondence Courses and Evening Classes

The Ministry of Education makes correspondence courses, at both the elementary and secondary levels, available to Ontario residents free of charge. All courses have the same credit value as those offered by Ontario elementary and secondary schools.

Elementary correspondence courses are intended for children of compulsory school age who are unable to attend school for a period of three months or more because of illness or distance from school. This includes Ontario children who temporarily reside (for not more than three years) outside Canada.

The secondary school correspondence course program is an extensive one, offering a wide range of courses in the five years of the secondary school program. It includes special basic courses in English and Mathematics designed for adults who have not had an opportunity to complete elementary school. The courses are available to all Ontario residents (including those who are temporarily absent from the province for a period of not more than three years) who are beyond compulsory school age and not enrolled in a secondary school or who are of compulsory school age but prevented from attending school because of distance or ill health.

Each year, the Ministry issues a publication detailing the courses available through correspondence. The 1974-75 edition of this book describes 120 secondary level courses. Students enrolled in these courses pay only for Year 5 textbooks. At present, about 500 students are enrolled in correspondence courses at the elementary level and over 50 000 at the secondary level. A permanent staff of approximately 120 is required to maintain the correspondence courses program, with close to 750 teachers working on a fee basis marking assignments and advising students on their progress. Provision of the correspondence courses program has cost the Ministry nearly three million dollars during the 1974-75 fiscal year.

Many adults who wish to complete their high school education or to take specialized high school level courses after leaving school prefer the classroom method to correspondence courses. Most secondary schools in the province offer a wide variety of evening classes at a nominal fee to the student.

The credit system has a special provision for mature students (students who are at least 18 years of age and have withdrawn from day school for a period of at least one year) to encourage them to qualify for the Secondary School Graduation Diploma. Mature students who wish to return to day school, attend evening classes, enrol in correspondence courses, or pursue private study may be granted credits on the basis of age, work experience, or courses taken outside the secondary school system.

Special Education

Some variations in educational needs require special attention and specialized programs. The exceptional child may need such special programs throughout his school career, or his need may be greatest in the early years of his schooling. The establishment on July 1, 1974, of the Special Education Branch emphasizes the efforts of the Ministry to achieve its goal of quality and equality of educational opportunity for all.

The new Special Education Branch has four sections: the Ontario Schools for the Blind and Deaf Section, the Developmental Centres Schools Section, the Special Services Section, and the Correspondence Courses Section.

The Ontario Schools for the Blind and Deaf

The Ministry operates three schools for hearing-handicapped children and one for the visually handicapped.

The W. Ross Macdonald School in Brantford, formerly called the Ontario School for the Blind and officially renamed after reconstruction in 1973, is now the largest braille-teaching school in North America and one of the most modern schools in the world for teaching blind students. It has an enrolment of 215 students. In keeping with the idea that blind children need to learn to function in a normal environment, the school makes few concessions to their handicap. Even the curriculum follows the general programs developed for all students in the province and offers a full range of courses from *H.S.I.* A teacher-training program for teachers of the blind is also conducted at the W. Ross Macdonald School.

There are many aspects to the W. Ross Macdonald School's efforts to prepare its blind students to live independently in a sighted environment. A continuous "living skills" program is designed to give the special training these students need to learn to function in a normal environment, away from the relatively "protected" environment of their school setting. Another program concentrates on integrating the blind student into the community. Under this program, two senior girls resided in boarding homes for the entire school year and four students boarded out in the fall term of 1974. To maintain the student's place as a functioning member of his family and community, the duration and frequency of trips home have been increased. Students from Northern Ontario now have the opportunity to fly home at least once a month for extended weekends.

Three new pieces of equipment designed to facilitate reading for visually handicapped children were acquired by the school in 1974. In April, the Optacon was received and a member of the staff was trained in its use by the Canadian National Institute for the Blind in Toronto. This special reading device enables a blind reader to read regular printed books and magazines. The device utilizes an electronic scanner that reproduces the letters in raised form. Students who learn to use the machine and who wish to obtain a post-secondary education will now be able to read a wide range of printed materials. In October, an offset printing press and a special camera for making enlargement plates were delivered to the school. This equipment provides an economical means of increasing and improving the production of large-print books and other materials for the use of visually handicapped students throughout the province.

In November 1974, a three-day seminar was held at the school for teachers who had visually handicapped children among their pupils. Twenty-eight teachers and Special Education consultants from all areas of the province attended the seminar. The Ministry is planning to hold further seminars in the future.

Three films on the W. Ross Macdonald School and its programs were completed during 1974. The films are available to educational and parent groups across Canada.

The Ministry also operates three schools for the hearing handicapped. The Robarts School in London, where day students began classes in September 1973 (residential students were accepted from January 1974) was officially opened in June 1974. This school has the most up-to-date facilities available for the education of the hearing handicapped. It also has a policy of integration with the community, including programs of sports and recreational events with surrounding schools. The Robarts School has a capacity of 250 students, of whom 200 can be accommodated in residence. In the current school year, enrolment comprises 132 resident and 63 day pupils.

The other two schools for the hearing handicapped, at Milton and Belleville, were renamed in 1974 to become the Ernest C. Drury School and the Sir James Whitney School, respectively. These schools have similar programs and facilities to those at the Robarts School and also have extensive vocational programs. The enrolment at Milton is currently 383 and at Belleville 372. The Teacher Education Centre for teachers of the hearing handicapped is at the Sir James Whitney School.

It is the policy of the Ministry to have handicapped children educated, whenever possible, in their home communities and in regular classes. The Ministry's schools for the hearing handicapped operate programs that support this policy. For example, the Robarts School placed two hearing-handicapped children in a

London Board of Education school for six months. At the beginning of the following school year, these pupils remained in their home communities and attended a local school, where they have adjusted satisfactorily. Also in the 1974-75 school year, two secondary school students continued their academic schooling at the Robarts School and attended vocational classes in London schools. When they have completed their vocational training they will be fully prepared for employment. Thirteen students from the Ernest C. Drury School are enrolled in two Milton public schools at levels ranging from Kindergarten to Grade 8; they receive some special instruction and tutorial assistance from two teachers from the Ernest C. Drury School. Two other students from this school are taking one credit each at Milton District High School. Fourteen students from the Sir James Whitney School in Belleville attend two Belleville public schools, with support from Whitney teachers, and three Whitney students are enrolled in classes at Moira Secondary School.

In addition, the Ministry encourages school boards to provide special classes locally for the hearing handicapped and to integrate hard-of-hearing children into regular classes as soon as they are able to learn satisfactorily in these classes. The staff of the Special Education Branch, including teachers at the Ministry's schools, give as much assistance and support as possible, on request, to boards developing such programs.

With the co-operation of the Ministry of Colleges and Universities, the Ministry of Community and Social Services, and George Brown College, Operation Headstart, a pilot program designed to introduce hearing-handicapped students to post-secondary education, was launched in April 1974. Nine students from the Ernest C. Drury School and 11 from the Sir James Whitney School in Belleville spent the spring taking courses at George Brown College and familiarizing themselves with college course options. The experience of living in a large city also gave the students initiative to continue their development of personal independence. All 20 successfully completed their courses and in September 1974 were enrolled in regular George Brown College courses.

The Sir James Whitney School in Belleville has established a special program for emotionally disturbed deaf children. A staff of 20 will eventually be provided, including a psychologist, a sociologist, a secretary, four teachers, and 13 residence counsellors. In September 1974 six pupils were enrolled in the program on a full-time basis and three on a part-time basis. As increased staff and facilities became available during the school year, four additional part-time students were enrolled in the program.

In June 1974, 40 new teachers of the deaf graduated from the Teacher Education Centre located on the campus of the Sir James Whitney School. Seven of these teachers joined the staff of the Sir James Whitney School, 16 joined the Robarts School in London, and seven are teaching at the Ernest C. Drury School in Milton. One teacher has joined the staff of the W. Ross Macdonald School to teach hearing-handicapped blind children; four others are with the Metropolitan Toronto and the Ontario County boards of education; and five are teaching in Jamaica and Guyana. During the 1974-75 school year, almost 50 students were enrolled in this specialized teacher-training program. Thirty-seven of them will join the staffs of the Ministry's schools when their training is completed. Three of the students enrolled in the program this year are themselves hearing-impaired. Instructional staff at the centre have attended various conferences and workshops in Canada and the United States to keep the training program abreast of the latest developments in the education of the deaf.

Developmental Centres

The Ministry also administers and supervises the educational programs in 12 centres maintained by the Ministries of Health and of Community and Social Services. The students in these schools are mainly emotionally disturbed or retarded, and some are multiply handicapped. The total enrolment for these schools at present is over 1350.

Although the 12 schools vary considerably in their specific programs, they all have one central goal in common—to help their students learn to function as members of the community.

The Adult Occupational Centre at Edgar provides job training for its students, but also has an important life skills program to prepare these young adults for living and working in the community and for dealing with the day-to-day problems they will encounter there. It also concentrates on basic remedial reading and survival mathematics, both important skills in daily living, for those students who cannot handle the more advanced courses offered. This school has an enrolment of just under 100 students.

The Education Department at Surrey Place Centre in Toronto is not actually designed to provide complete educational facilities for its students, but rather to provide support services for them while they attend regular schools in the community. Thus students sometimes attend classes at the centre or live in the residence there during adjustment periods.

Evaluation is an important aspect of any student's program, but it is especially important for children with special problems in learning. During the past year the staff of the Surrey Place Centre Education Department has developed a new evaluation survey for use in

classroom observation and programming for pre-academic and non-academic pupils. They have also prepared a manual for testing trainable and educable retarded pupils.

Regular evaluation of the progress of pupils in these special schools is essential, as assessment is at the basis of the principle of integrating the individual into the normal life of the community wherever possible. Since these schools are operated on a partnership basis with other ministries, case reviews are a co-operative effort. The prime concern is to place the pupil in a school in his own community as soon as it is agreed that he is physically, emotionally, and mentally able to adjust to that setting.

An important first step in preparing for such a move is participation in social and recreational activities within the school and then in the community where the school is located. Muskoka Centre School, with an enrolment of 37 girls, has a variety of arts and crafts classes. In 1974 the students had their own garden where they grew vegetables which were used in the Home Economics classes. The school has its own girl guide company, but the students also attend local fairs, church services, and carnivals, and participate in some of the activities along with students from other schools. The rhythm band and the choir of the school enter the Kiwanis Music Festival annually.

Other schools have similar activities, and almost all have outdoor-education and camping programs. Prince Edward Heights School culminated its year-round outdoor-education program in 1974 with a four-day wilderness camp at Bark Lake. Its winter program includes snowshoeing and winter camping skills.

Students from the Southwestern Regional Centre participated in the Special Summer Olympics at Windsor in May 1974.

Students from some of the schools also had the opportunity of attending the Special Education Cultural Live-In at the Ontario Student Leadership Camp on Lake Couchiching in September 1974. The Huronia Regional Centre Marching Band provided a musical welcome for the participants. The three days were packed with athletics and cultural activities, and the evenings with music and dancing.

All schools arrange special trips to nearby places of general and educational interest. During the past year students from South Cottage Regional School in Kingston visited the Science Museum on Wellesley Island, Fort Henry, Sir John A. Macdonald's house, the weather station, an airport, a fire station, a police

station, and a generating plant. They also had a Thousand Islands boat trip and a tour of the historic sites of Kingston on the Confederation Train. Muskoka Centre students visited a zoo and a sugar bush and took frequent nature hikes. Among the places visited by students of Prince Edward Heights School was Upper Canada Village.

While socialization and functional skills are developed by all these activities, the academic program cannot be neglected if the student is to become an active member of his community. Communication skills are of the utmost importance, and all schools concentrate on instruction in speech, language, reading, printing and writing, and arithmetic. There are also classes designed to improve motor skills and co-ordination. Music, Art, Industrial Arts, crafts, Physical Education, and living skills courses are part of every program.

The degree of community integration possible for the individual student will depend on the type and degree of learning problem. Some children are so severely handicapped by mental retardation that they cannot ever be placed in a local school, and in some circumstances are unlikely to return to their home communities.

On the other hand, some of the schools offer a full secondary school program, and, where the student's problem does not involve retardation, the Secondary School Honour Graduation Diploma is within reach. One student graduated from South Cottage Regional School in June 1974 and in September entered the University of Western Ontario.

Many children with retardation problems also have hearing, sight, or orthopedic problems, and frequently emotional problems as well. A number of the schools operated by the Ministry, such as the Rideau Regional Centre in Smiths Falls and CPRI in London, have teachers who are specially trained to work with these multiply handicapped students.

All teachers in the schools operated by the Ministry require special training to understand and overcome the handicaps and difficulties of their students. Professional development is a continuing process and the search for new and more effective methodology never ceases. All the schools have frequent internal workshops and seminars, and their teachers attend other professional development sessions as well. During the 1974-75 fiscal year, more than 300 teachers attended professional development workshops at the Thistle-town Regional Centre.

The Northwestern Regional Centre School has developed a behaviour modification teacher-training program consisting of seven audio tapes, 19 overhead slides, six video-tapes, and a basic text that includes questionnaires and answers, reading lists, a teacher evaluation checklist, and all the information presented

on the tapes and slides. Practical application of the training involves a practicum period as well as continuous consultation and monitoring of the teacher's performance throughout the school year.

Special Services

The important new functions of the Special Education Branch are the responsibility of the Special Services Section.

The goals of the Special Services Section are:

- to develop Special Education policies designed to ensure the provision of appropriate programs for exceptional children in Ontario schools, and
- to provide effective leadership, innovative thinking, and a high degree of responsiveness to the Special Education environment in the province.

One of the major responsibilities of the Special Services Section is to assist school board officials, through regional office personnel, in the development of appropriate programs and services for all exceptional students. The Ministry actively encourages school boards to have at least one full-time staff member for Special Education in each school. Besides the team in the central office in Toronto, the Ministry has at least one Special Education specialist on the staff of each regional office. Where needed, a bilingual officer has also been appointed.

Another objective is to serve as a Ministry resource to provincial agencies and to parent and professional organizations concerned with exceptional children and youth. Special Education officers in the regional offices work with local organizations and institutions in planning for the education of exceptional children.

The Special Services Section also strives to remain aware of the latest trends and developments in education for exceptional children and youth; to maintain a close liaison with the Advisory Council for Special Education and the Co-ordinating Committee for Special Education by providing resource personnel and secretarial assistance; to develop, recommend, and communicate the provisions of acts and regulations pertaining to the delivery of programs and services to exceptional students in the schools of the province; and to assist in the preparation of materials such as guidelines, circulars, brochures, and public relations documents.

Changes made in 1974 in the regulations governing general legislative grants include a provision authorizing the Ministry to pay the salary of teachers involved in Special Education programs in psychiatric institutions or detention and observation homes. These grants have

enabled school boards to expand their services to students in such institutions. For example, approval has been given to the Ottawa Board of Education to establish a school (with 24 teachers and a principal) for the purpose of providing education for the children in the Eastern Ontario Children's Hospital, the Royal Ottawa Hospital, and the Bronson Avenue Detention Home.

Both central and regional office Special Education officers have been involved in workshops dealing with the education of exceptional students; in educational and interdisciplinary committees working toward the improvement of services for exceptional children; and in professional development summer and winter courses leading to teacher certification in Special Education. The staffs of the Special Education Branch and the Ottawa Valley Regional Office played an active part in the program of the combined Eighteenth Annual Convention of the Ontario Federation of Chapters and First Canadian Congress of the Council for Exceptional Children held in Ottawa in October 1974 with a registration of 3400.

The Ministry's Special Education officers frequently assist the families of exceptional children in locating a suitable educational placement and program. This is an important aspect of the work of the Special Education Branch.

Special Programs

The Ministry of Education operates a number of programs that are not part of the regular curriculum but that give the student valuable additional learning experiences. These include, among others, travel programs, summer work opportunities, and leadership training.

Twinning Projects

Project Canada is a school twinning program designed to help Ontario students learn about other parts of Canada and other Canadians. Any elementary or secondary school classroom in Ontario may participate in the program, which consists of twinning the Ontario classroom with one in another province or one in the Northern Territories.

The students exchange letters, class projects, 8 mm films and videotapes, tape recordings, collections of local items, and sometimes even visits. Not only do they have an opportunity to form friendships, but they also learn a great deal about other parts of Canada and the differences that exist in our country.

Project School-to-School, a twinning project previously carried on with schools in the Caribbean, was not operated during the 1974-75 school year, but will be reactivated in September of this year in response to requests from the Eastern Caribbean boards of education.

Leadership Development

The Ontario Student Leadership Centre on Lake Couchiching near Orillia is operated by the Educational Exchange and Special Projects Branch. During June, July, and August of 1974, a total of nearly 1000 secondary school students (about 200 at a time) spent a two-week period there taking part in a course designed to develop leadership potential through Physical Education and athletics. Each year, every public secondary school in the province can nominate one boy and one girl who have displayed leadership potential and athletic ability to attend these summer sessions. Plans have now been completed to add a music leadership camp to the program.

In 1973, a pilot project offering this leadership training to students from special vocational schools was so successful that it was made a part of the regular summer program in 1974.

Under another new program, two four-day leadership seminars were held at the centre in September 1974 for student council presidents. A total of 220 students attended these seminars, which were planned to help improve student government by giving the participants the opportunity to develop their leadership skills and to exchange and discuss ideas on the role of student councils, the financing of student activities, and student liaison with administration and school board officials. The seminar leaders consisted of personnel from the Ministry's central and regional offices and of school board officials.

Ontario Young Travellers

Our provincial capital has a tremendous concentration of educational and cultural resources, many of which are unavailable in other provincial centres. These include the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, and the Art Gallery of Ontario.

A visit to Toronto can be a valuable experience for any student, but it can also be expensive for those who live at a great distance from the city. For this reason, in the 1973-74 school year the Ministry launched a program of travel subsidies for Northern Ontario students in grades 7 and 8. The visit must be integrated with the school curriculum, and the school must provide assurance of adequate adult supervision. The subsidies are only to assist with the cost of long distance travel; the travellers are responsible for their own accommodation, meals, and other expenses, but the Ministry helps to arrange accommodation and plan the visit if requested to do so.

In its first year of operation, nearly 10 000 Northern Ontario students benefited from the Ontario Young Travellers program. By the end of the 1974-75 school year, an additional 14 000 students will have visited Toronto with assistance from this program.

The Young Voyageur Program

To give Canadian secondary school students an opportunity to meet and gain a better understanding of other Canadians and to learn something about the way of life in another part of the country, the federal and provincial governments co-operate on a program of inter-provincial visits. The federal government, through the Department of the Secretary of State, pays the cost of travel and assists the provinces with other expenses.

The program is in operation during July and August, and the students travel in groups of 20 accompanied by teacher escorts. Each group spends two days in Ottawa visiting the nation's capital and a week in the other community they have arranged to visit. In this community, the program of the visit is arranged by local teachers, and the visitors are billeted in private homes. Because they are usually placed in homes where there are young people of about the same age, the students have an opportunity to discuss matters of common interest with their peers.

During the summer of 1974, about 900 Ontario secondary school students from 14 to 16 years of age participated in the Young Voyageur Program and visited other provinces and the Northern Territories of Canada. A similar number of students from other parts of Canada visited Ontario.

Cultural Exchange Program

The Ministry gives financial support to a wide variety of cultural and educational exchange activities, especially to travel projects that involve crossing provincial or international borders, integration with or extension of the school curriculum, and careful planning and substantial effort on the part of the participants. For instance, in 1974 assistance was given to the youth orchestras of St. Catharines and London to enable them to attend the Festival of Canadian Youth Orchestras in Banff, Alberta.

In June 1974, a group of 26 Ontario students, accompanied by two leaders, spent three weeks in France on the first half of a cultural exchange program. In France, the young Canadians were guests of the French government and were billeted in private homes and youth hostels. The second half of the program took place in August when an equal number of French young people visited Ontario under a similar arrangement.

The Ministry also sponsors a wide variety of educational and cultural exchange projects undertaken in collaboration with the Ontario-Quebec Permanent Commission.

Summer Jobs

As part of Experience '74, the Ontario government's summer employment program for students, the Ministry was able to provide temporary employment for nearly 500 secondary and post-secondary students during the summer of 1974. The students were put to work on two special projects carried out in co-operation with local school boards.

The PEOPLE Project (Preservation and Exploration of Ontario's Past: A Learning Experience) was designed to explore and preserve the multi-cultural heritage of Ontario. Thirty-two projects were undertaken in different parts of the province, with the students researching some aspect of local history, geography, or culture, and then producing a "local studies kit" that could later be used for educational purposes.

The SPICE Project (Students Participating in Community Education) gave students the opportunity to be involved in community education and service. Fifty-seven SPICE projects were undertaken throughout the province, with such diverse aims as helping to develop and improve children's playgrounds, helping to set up and operate drama groups, helping with the community orientation of newcomers, and providing assistance to senior citizens.

In the fall, some of the kits and other materials produced in the course of the PEOPLE and SPICE projects were displayed in the St. Lawrence Lounge of the Macdonald Block. The kits belong to the Ministry but duplicates have been provided to the school boards and regional offices concerned for use in the classroom.

The Reorganization of the Regional Offices

Throughout this section on programs for education, the importance of the regional offices of the Ministry has been obvious. These offices have, for some years, been the main liaison point between the Ministry and the school boards.

During 1974, a change in emphasis took place in the function of the regional offices of the Ministry, and as a consequence the reorganization of these offices was undertaken. These changes were in accordance with the recommendations of the Task Force on the Organization of the Ministry of Education and were intended to differentiate clearly between Ministry and local responsibilities.

The policy of decentralization of educational authority adopted in Ontario makes the Ministry responsible for the development of a philosophical framework and appropriate general programs for elementary and secondary education in the province, and also for the interpretation of this philosophy and these general programs to local jurisdictions. The Ministry must also

ensure that equal educational opportunities are available to all students in the province. The school boards bear the responsibility of developing local school policy and more specific programs within the guidelines established by the Ministry and of delivering these programs to the students within their jurisdiction.

The regional offices have been restructured to offer new and important opportunities for the establishment of effective relationships among all those who work within the educational community of Ontario and who are endeavouring to provide quality education on an equal basis for all. In referring to the regional offices of the Ministry, the task force stated:

These offices must be responsible for clearly communicating and interpreting the policies and programs of the Ministry to the school boards in their regions. They must be responsible for interpreting curriculum guidelines, developing skills in the process of curriculum development, and approving innovative programs. They must be delegated greater authority over budget approvals and capital programs. They must be responsible for continually evaluating the needs of education in their regions, being sensitive to the unique requirements of each school board in their regions, and for continually assessing the effectiveness of Ministry policies and programs through observing their impact at the board level.

The reorganization of the regional offices has not necessitated any additional staff, although some relocation of personnel has been undertaken and changes have occurred in the responsibilities of individual positions.

The total complement of the nine regional offices at the beginning of 1975 was 415.

The regional offices are responsible to the Assistant Deputy Minister, Education Administration Division. The regional office director is assisted by three superintendents and their professional staffs, as well as the support staffs in the offices.

The Curriculum Services group are responsible for interpreting Ministry policies, programs, and curriculum guidelines to all the boards in their region, and for helping the boards and schools to implement new programs. They provide assistance with program assessment, professional development, and school organization as it relates to educational programs. They examine new and innovative course submissions and consider requests for textbook approval.

The Supervisory Services officers are concerned with the continuous evaluation of the effectiveness of Ministry policies and their implementation, with the interpretation of educational legislation, and with a

review of principals' evaluations and reports. They provide general liaison between school boards and the Ministry.

The business and finance staff handle board applications for grants and for approval of capital projects, and often assist the boards with the preparation of their submissions.

They also advise the school boards, as required, on site purchases and sales, the preparation of financial statements and budgets, school bus purchases, and the implications of legislation relating to school boards. They are able to supply a wide range of support services designed to facilitate equitable distribution of available financial resources. It is the responsibility of the business and finance personnel in the regional offices to interpret and implement Ministry policy on financial and administrative matters within their regions.

Regional office professional staff are available to help board personnel develop expertise in the areas of curriculum development and assessment, school organization and management, and school business and finance. Curriculum staff act as resource people on board curriculum committees. The Stormont, Dundas, and Glengary County Board of Education has developed an overall plan for developing and evaluating curriculum from Kindergarten to Grade 13. The plan, which involves six task forces who review the major areas of study, is designed to provide a mechanism for responding to provincial goals and policies and jurisdictional responsibilities. Each of the task forces includes a member of the professional staff of the Ottawa Valley Regional Office.

The regional offices constitute a means of communication not only between the Ministry and the school boards and schools but also between boards and schools within their regions. One way in which this communication is conducted is through the publication and distribution of regional newsletters or information sheets. For instance, the Midwestern Ontario Regional Office in Waterloo has recently undertaken the publication of *Take 5* in co-operation with the Midwestern Centre of the Ontario Institute for Studies in Education.

Take 5 is intended primarily to provide information about curriculum and program developments, organizational changes, research activities, professional development programs, and similar activities of general interest

to the educational community in the Midwestern Ontario Region. It is distributed to each of the 465 schools and to senior academic officials in the public and separate school systems in the region. *Take 5* is to be published semi-annually. The first issue contained items on unusual summer courses for students, speech and hearing research conducted in the area, various new programs introduced in schools and boards within the region, studies of attendance patterns, intelligence tests, semestering, the integration of Special Education students, and numerous other topics.

In addition to liaison duties and the provision of services to boards and schools, the regional offices perform a variety of general services for the Ministry, such as the collection and verification of statistical data and the distribution of Ministry documents. Regional office personnel also provide input for curriculum committees, research projects, textbook evaluation, and other Ministry undertakings.

During this first year of operation under the new structure, numerous meetings were held with school board officials, principals, teachers, and other educational groups to explain the new role of the Ministry offices and to develop new mechanisms for effective communication and co-operation between Ministry and school board personnel. In the Central Ontario Region, in addition to the Regional Education Council which includes the directors of all school boards within the region, regional councils have been established in the areas of curriculum, business and finance, and supervisory functions.

Despite the heavy additional load created by the reorganization, the continuing obligations of the regional offices have not been neglected. Literally hundreds of meetings, seminars, and workshops have been held with teachers, principals, board officials, and staff throughout the province for a variety of purposes, including the introduction of new guidelines and the development of management skills.

Although program delivery is definitely a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, find it financially impossible to provide certain specialized services for their schools. In these areas, the Ministry's regional offices, as part of the Ministry's policy of ensuring equality of educational opportunity for all students, provide various field services including the services of subject specialists, the loan of teachers to temporarily relieve members of the regular teaching staff who are participating in professional development courses, and assistance with professional development activities. Field service personnel are directly responsible to the regional director.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has a community education officer whose function is to work with the boards in developing plans for the fuller use of school facilities by the community.

Six of the nine regional offices have French-language education experts and support staff to work with the French-language schools in their regions; the other three regions use the services of the French-language personnel in adjoining regions.

In many areas of the province where French-language enrolment does not warrant the appointment of a French-language supervisory officer to the school board, boards arrange to secure the services of the French-language personnel in their regional office.

Qualifying to Teach in Ontario

Teacher Education Programs

In order to teach in the publicly supported elementary and secondary school systems in Ontario, a person must hold a teaching certificate issued by the Ministry of Education. A teaching certificate is earned upon the successful completion of an approved teacher education course. The Elementary School Teacher's Certificate qualifies the holder to teach from Kindergarten to Grade 10, the end of the Intermediate Division, while the High School Assistant's or Specialist's Certificate qualifies the holder to teach from Grade 7, the beginning of the Intermediate Division, to the end of secondary school. This adjustment of basic teaching certificates to allow both elementary and high school certificate holders to teach throughout the Intermediate Division became effective late in 1974.

A graduate of the Ontario Teacher Education College or of an elementary teacher-training program in a college or faculty of education in Ontario will receive a Bachelor of Education degree and an elementary teaching certificate. To enter one of these teacher-training programs, a candidate must hold an approved university degree in arts or sciences, or its equivalent.

The holder of an approved university degree may undertake a one-year program in a college or faculty of education in an Ontario university to qualify for a Bachelor of Education degree and a high school teaching certificate (Type B). The holder of a degree from an honours program may qualify as a subject specialist (Type A certificate). Teachers of vocational, occupational, and commercial subjects are subject to varying requirements, usually involving a combination of relevant educational and practical experience.

Professional education for teachers began in Ontario in 1847 with the opening of the first normal school. In his address at the opening ceremony, Dr. Egerton Ryerson, Chief Superintendent of Schools for Upper Canada, commented: "The word normal . . . is employed to express the systematic teaching of the rudiments of learning." Many changes have occurred since that day in both the philosophy of education and the training of teachers.

In 1969, the Ministry operated 13 teachers' colleges for the training of elementary school teachers, but during the following five years it pursued a policy of integrating these colleges with the universities in the province, in accordance with a major recommendation of the MacLeod Report on the training of elementary school teachers. In 1974, Sudbury Teachers' College was integrated with Laurentian University and Ottawa Teachers' College with the University of Ottawa, and the teachers' colleges at Hamilton and Toronto became the two campuses of the Ontario Teacher Education College, now the only teacher-training institution under the jurisdiction of the Ministry.

The decision to retain the Ontario Teacher Education College as a Ministry-operated centre was made for a number of reasons, probably the most important being the flexibility it affords the Ministry to experiment with new approaches to teacher education. It is hoped that the Hamilton and Toronto campuses will develop into model institutions, making teacher education as relevant and valuable as possible for those proposing to enter the profession. The Minister's Advisory Council for the Ontario Teacher Education College, composed of representatives of teachers, trustees, parents, and others who can make a positive contribution, has been created to recommend specific measures and add to the status and quality of the new college.

Significant changes in programs and teaching methods have already been undertaken at the college in its first year as the Ontario Teacher Education College. The student teachers at Hamilton began working with children on their first day of study and were in regular classrooms for nearly two weeks, as observers and assistants, after only a few days of introductory classes at the college. Only then did they return to the college for seven weeks of academic study, involving Psychology and Sociology, the philosophy and theory of education and teaching, and the methodologies of Special Education, reading, Mathematics, Art, Physical Education, and other subjects. Four weeks of practice teaching and a final week at the college completed the first term. The second term consists of eight weeks of teaching experience and four weeks of academic instruction at the college. This final four-week period is used for a wide variety of short optional courses.

During the 1974-75 school year, there were 306 students enrolled at the Hamilton campus and 461 at the Toronto campus of the Ontario Teacher Education College; an additional 1462 students took the elementary teacher-training courses in the various faculties of education at Ontario universities. Nearly 150 students were enrolled in combined undergraduate and teacher-training programs, making a total of more than 2350 students preparing to become elementary school teachers in Ontario schools. Another 3512 students were enrolled in secondary school teacher-training programs in the faculties of education; 1461 of these were taking optional courses to prepare them for elementary teaching as well.

The Teacher Education and Certification Branch of the Ministry of Education is responsible for establishing the standards required for teacher certification and for operating the programs at the Ontario Teacher Education College. This branch acts as liaison between the Ministry of Education and the faculties of education at Ontario universities so that the universities may ensure that their programs meet Ministry requirements.

In co-operation with the universities, the Ministry of Education carries out reviews of the programs in the faculties of education. These reviews are conducted by teams whose members are named by the college or faculty concerned, by the Ontario Teachers' Federation, and by the Ministry. During the 1974-75 school year, the teams reviewed the programs at Lakehead University and at the Toronto campus of the Ontario Teacher Education College.

Teaching Certificates and Teachers' Records

At present, there is a great variety of teaching certificates, beyond the basic elementary and high school certificates, which indicate qualification for specific areas of teaching, such as Music, Special Education, Industrial Arts, and so on.

The Teacher Education and Certification Branch establishes the criteria for granting teaching certificates, while the Education Records Branch issues the certificates, maintains teachers' records, and evaluates out-of-province qualifications.

In addition to issuing teaching certificates to new graduates of Ontario's teacher-training programs, the Education Records Branch grants Letters of Standing to qualified teachers from other jurisdictions who will be granted full certification upon completion of one year of satisfactory teaching in the province. From September 1973 to August 1974, 928 Letters of Standing were issued for the elementary level and 511 for the secondary level. The Education Records Branch also looks after the updating of teachers' records. Because of the increased academic qualifications required of prospective elementary school teachers, many teachers are working towards bachelor's degrees in order to upgrade their qualifications. Other teachers undertake specialist courses.

During 1974, the transfer of the manually accumulated and maintained teachers' records to a computerized system of recording and updating was completed. The file contains the records of all persons currently qualified to teach in Ontario, whether or not they are teaching at present. In addition, the process of transferring hard copy data on both active and non-active records to microfilm was continued during 1974. These changes have resulted in a considerable saving on the cost of staff and storage space.

As of September 30, 1974, there were 56 678 elementary and 34 231 secondary full-time teachers in the publicly supported school system in Ontario. Of these, 4226 were graduates from a teacher education program in Ontario (and had not taught previously) and 460 had recently come from outside Ontario and were granted standing here. During the year from October 1, 1973, to September 30, 1974, 8362 teachers left full-time teaching in Ontario and 7548 became full-time teachers.

Professional Development for Ontario Teachers

The education of a teacher does not end with graduation from a teacher-training program. First of all, a new graduate receives only an interim teaching certificate. Two years of successful teaching experience are required before a permanent certificate is granted. This period could be considered similar to an internship, an essential period of practical experience that the novice teacher must complete before he or she is felt to have assimilated the training received at college and become permanently qualified. (Permanent certificates are granted only to Canadian citizens, although a non-Canadian can continue to teach with an interim certificate.) In 1974, nearly 9000 permanent teaching certificates were issued to teachers who had successfully completed two years of teaching.

Specialization, Updating, and Upgrading

Throughout the school year there are many opportunities for teachers to participate in workshops, seminars, and other kinds of learning experiences designed to develop new teaching skills and keep up to date on methodology, subject content, new guidelines, and approaches to learning and curriculum. During the past year, two items that were given special attention in workshops throughout the province were preparation for the implementation of the new curriculum for the Primary and Junior divisions and preparation for metric conversion in education.

Both organizational and financial help can be obtained through the Regional Professional Development Plan, a program designed to support approved regional professional development activities. In each region a committee has been formed (composed of representatives from the regional office of the Ministry, the regional centre of the Ontario Institute for Studies in Education, and the local Ontario Teachers' Federation group) to assist groups of educators with professional development projects.

Many teachers wish to add specializations to their qualifications and, in order to do so, take advantage of a wide variety of winter and summer courses offered by the Ministry, school boards, and faculties of education at the various universities. During the summer of 1974, 81 courses were given by the Ministry, including the Type A subject specialist seminars held at the various faculties of education. The Ministry also held nearly 20 short, one- to two-week seminars and workshops, and the faculties of education offered almost 20 additional professional programs for teachers. More than 5500 teachers took part in the wide range of professional courses offered in Ontario during July and August of 1974. In addition, approximately 2000 teachers registered in the 33 board-sponsored winter courses offered for Ministry credit during the 1974-75 school year.

One Ministry course of special importance offered during the summer of 1974 was the first half of a program designed to encourage more native people to qualify to teach in Ontario's elementary schools. The seven-week course, given at the Hamilton campus of the Ontario Teacher Education College, was open to native people with a Grade 13 or equivalent standing and a recommendation from a native organization. Ninety-six men and women attended the course and graduates were granted a temporary teacher's certificate. Those who return for the second seven-week program in the summer of 1975 and graduate will receive the Interim Elementary School Teacher's Certificate.

Also offered by the Ministry during the summer of 1974 was a course called Native Languages Methodology, given in Cree, Ojibway, and Mohawk, and consisting of classes in conversation, linguistics, methodology, and culture. Graduates were granted certificates qualifying them to teach the language in which they took the course. For the fourth summer, the Teachers of Native Children course was also offered to help prepare teachers planning to teach on Indian reserves and in classes attended by native children.

Enrolment during the summer of 1974 indicated a growing interest in Special Education, primary methods, French conversation, teaching French at the elementary level, and teaching English as a second language. Many elementary and secondary school teachers who earned their teaching certificates before the bachelor's degree requirement came into effect are working, both through winter and summer courses, towards such a degree to upgrade their qualifications. In 1974, 22 611 teachers qualified for additional or higher certification.

Exchange and Travel Programs

Travel is a learning experience for anyone; just as students learn from travelling to other provinces and countries and studying the differences they find, so teachers learn from exchange programs that enable them to refine and expand their comprehension of their own areas of specialization as well as to improve their teaching methods generally. For this reason, the Ministry operates a number of exchange programs to help teachers with travel, study, and teaching opportunities in other provinces and countries.

Forty-two Ontario teachers were among the 55 Canadians who travelled to the United Kingdom last September as part of a teacher exchange program. This program is undertaken by the Canadian Education Association every year and will be in operation again for the 1975-76 school year. During the summer of 1974, 25 Ontario teachers attended a Ministry-sponsored course in childhood education in Great Britain. The course included visits to infant and junior schools and lectures and seminars given by outstanding leaders in the field of early childhood education.

For the 1975 calendar year, a new international teaching exchange program was worked out between the Ministry and the government of the state of Victoria, Australia.

The program allows highly qualified teachers from Ontario and Victoria to experience a year of teaching in another country. In this first year of operation, six Ontario teachers are in Australia.

Another 25 Ontario teachers benefited from two professional development programs carried out in France last summer. One program was held at Tours for teachers of French as a first or second language at the secondary school level; the second was held at La Rochelle for teachers of French at the elementary level. Each course lasted one month and included instruction in pronunciation, the teaching of literature, translation, and pedagogy.

A little closer to home, Ontario and Quebec have had an experimental exchange program in operation for three years now, allowing an Ontario teacher of French whose first language is English to teach English as a second language in a Quebec school; the French-speaking Quebec teacher of English teaches French in an Ontario school. In addition, each summer the Ministry offers a five-week immersion course in French to Ontario teachers of French at Compton, Quebec. The course consists of French conversation, linguistics, methodology, and culture and civilization.

Opportunities for Advancement

Some schools, mainly at the secondary level, are organized by subject departments and, when the opportunity arises, a teacher who is a subject specialist and who has proven his capabilities may become a department head. Some teachers wish to move eventually into administrative work. During the summer of 1974, approximately 1000 teachers were enrolled in the elementary and secondary school principals' courses offered by the Ministry. Candidates for these courses must hold a basic permanent Ontario teacher's certificate and a Bachelor of Arts or Bachelor of Science degree from an Ontario university, or another degree considered equivalent by the Ministry; must have five years of teaching experience; and must be considered as having been above average in competence, at least during their last two years of teaching. A candidate for the Secondary School Principal's Certificate, Type A, must have taught for at least three years as a full-time staff member in a secondary school; must hold the Type B Principal's Certificate; and must be considered as having been above average in his work as a principal or vice-principal for at least two years subsequent to receiving his Interim Secondary School Principal's Certificate, Type B. Any of the three certificates granted qualifies the holder to be a vice-principal or principal of the type of school indicated.

A director of education is the chief education officer and the chief executive officer of the school board by which he is employed. A director of education is

required to hold the Supervisory Officer's Certificate, a qualification required for a number of other supervisory positions with school boards.

A candidate for the Supervisory Officer's Certificate must take a set of written and oral examinations. He must also hold a bachelor's degree in arts or science from an Ontario university or a recognized equivalent; a valid permanent teaching certificate or an acceptable equivalent; and a Principal's Certificate or a Master of Education degree or another degree considered equivalent by the Ministry.

Ministry Personnel

At the end of the fiscal year, the Ministry of Education had a complement of 2474 people. Of these, about 1150 worked in the 16 schools operated by the Ministry, 121 made up the staffs of the two campuses of the Ontario Teacher Education College, over 400 were assigned to the nine regional offices, and about 650 were located in the central offices in Toronto.

More than 42 per cent of the Ministry's staff are qualified teachers, some of whom are also certified as supervisory officers. Of these education professionals, about 600 are on the administrative and teaching staffs of the special schools, and 84 are with the Ontario Teacher Education College. The rest are employed in various functional and administrative positions in the central and regional offices. The Ministry staff also includes a number of other professionals in such fields as electronic data processing, architecture, accounting statistics, law, psychology, and professional development.

Professional development opportunities are just as important for Ministry employees as for teachers. Education officers, especially those in the regional offices and in Curriculum Development, Curriculum Services, Supervisory Services, Teacher Education and Certification, and Special Education must keep up to date with developments in curriculum and methodology; otherwise they cannot provide the leadership and guidance in educational developments that are the responsibility of the Ministry. Thus, whenever possible, Ministry professional staff participate in seminars, workshops, and conferences concerned with new techniques in education.

One such project was the three-day Systematic Curriculum Design Workshop conducted for the Curriculum Services Section of the Midwestern Regional Office by one of the leading advocates of objective motivational curriculum planning, Dr. David Pratt of the Faculty of Education, Queen's University. The program stressed (1) the importance of stating objectives and of having performance criteria in any curriculum plan; (2) the other main components of a plan, such as rationale, content, methodology, time specifications, pretesting, and terminal evaluation; and (3) the value of flow-charting in making sequential relationships explicit.

The Ministry also has an exchange program for its own staff and the personnel employed by local school authorities. The purpose of this program, recommended by the Ministry of Education Organizational Task Force in 1972, is to broaden the professional horizons of both Ministry and board staff members and to give them a more comprehensive view of the entire elementary and secondary educational system in our province. During the 1973-74 school year, eight one-year exchanges and a number of short-term ones (from two weeks to three months) were undertaken. Four of these involved principalships and vice-principalships. Also during 1974, a branch director from the Ministry spent six months on exchange at the Ontario Institute for Studies in Education where he lectured in the graduate program and took part in a review of graduate studies. The program in the 1974-75 school year includes a two-year exchange between the London and Middlesex County Roman Catholic Separate School Board and the Western Ontario Regional Office. Under this program, the Ministry provides the services of Theatre Arts consultants to the schools in exchange for the services of a primary education specialist employed by the board. This year's program also includes exchanges between regional office personnel and faculties of education.

The Ministry of Education has a policy of (a) encouraging and actively supporting personnel development, for all levels of personnel, wherever it has relevance to present or anticipated work goals, and (b) organizing in-house programs to upgrade existing skills or to provide new skills and/or knowledge where appropriate.

Personnel development opportunities available to Ministry staff include on-the-job training, Personnel Branch and Civil Service Commission staff development courses, self-instruction programs available from the Personnel Branch and the Civil Service Commission, courses presented for Ministry personnel or government staff by outside training and development consultants, appropriate courses and workshops presented by professional organizations, and appropriate educational programs in secondary schools, colleges, universities, and professional associations.

Personnel development opportunities offered during the past year have included supervisory and management courses, secretarial courses, and programs in effective listening, speaking, writing, and dictation. In addition, special seminars and workshops were organized for specific work groups in effective meeting techniques, team-building and communications, and goal-setting and review.

During the 1974-75 fiscal year, professional and administrative staff took advantage of professional development opportunities in the following numbers: (1) in-house programs, 85; (2) Civil Service courses, 68; (3) outside programs involving short-term leave of absence with pay and the course fee paid, at least partially, by the Ministry, 454; and (4) part-time programs, 136. For support staff, attendance figures in the above categories were: (1) 161; (2) 32; (3) 26; and (4) 66.

School Construction

The provision of school facilities for elementary and secondary students is the responsibility of the local school board, but a large portion of the funds for school construction and major alterations comes from the provincial government. On the average, the province pays about 90 per cent of school construction costs, with variations based on need, through a grant system administered by the Ministry.

Using local development plans and research statistics collected, analysed, and projected by the Ministry, the individual school board is able to estimate its space requirements several years ahead and determine whether or not it will have to build new schools or add to existing facilities. Each year in October, the boards complete and submit to the Ministry a capital budget forecast detailing any new construction or renovation projects they propose to undertake and complete within the next twelve months to three years. Early in the new calendar year, the Ministry completes its review of these proposals and the available funds are allocated. The school boards then hire architects to prepare plans for the approved projects. These plans are checked by the Ministry, and grant money is made available, as required, during construction or renovation.

To aid in long-range planning, the Ministry has built up a data bank that includes details of all publicly provided elementary and secondary school space in the province. The information includes such data as the total extent of school property, the total area of functional space, and the specific areas required for particular kinds of functions such as gymnasiums and science laboratories. The information can be retrieved by school or type of school, by board, by region, or by provincial totals of various kinds. Loading factors for different kinds of activities and space are included in the system so that specific future needs can be determined. This system, called School Plant, also includes historic cost data for any school facility, with a breakdown of specific costs incurred, such as architects' fees, basic construction, electrical work, plumbing, etc.

The Metro School Renovation System, an extension of this system, giving data for Metropolitan Toronto, is in experimental use at the present time. The purpose is to determine replacement priorities for school facilities.

During the fiscal year from April 1, 1974, to March 31, 1975, approximately \$93.5 million was turned over to local school boards by the provincial government to assist in the cost of construction projects. At the elementary level, 110 new construction or renovation projects created 28 864 new or replacement pupil places at a total cost of \$57 730 000. At the secondary level, 31 schools were constructed or extended, providing 8789 new or replacement pupil places for \$35 772 000. Early in 1975, the Ministry approved an

expenditure of \$121 million for the construction and renovation projects that school boards propose to commence before the end of 1975.

In addition to reviewing and approving school construction and alteration projects for capital-grant allocation purposes, Ministry staff are available to help school boards plan for the provision of school space. All regional offices have business and finance personnel who provide liaison and advice to school boards. Seminars and workshops are held to ensure that school board officials are kept aware of the latest developments in school construction and facilities. For instance, in April 1974, the Ottawa Valley Regional Office held an architectural workshop in Cornwall for school board officials, trustees, and architects, which examined various building cost problems in today's market and the implications of metrication for future school building design.

Central Algoma Secondary School

At the 1974 Annual Exhibition of School Architecture, sponsored by the American Institute of Architects and the American Association of School Administrators, the architects of the new Central Algoma Secondary School were awarded a special citation for school design. This school, designed by the Toronto architectural firm of Brook, Carruthers, Grierson, and Shaw, also won an award of merit at the annual awards dinner of the Ontario Masons Relations Council.

The school was designed only after a detailed program had been developed jointly by the Central Algoma Board of Education, the architects, and Ministry consultants. This collaboration resulted in carefully worked-out priorities, a clear definition of specific requirements, and an understanding of the inter-relationships of facilities—in short, a method of planning that encouraged a number of innovative and cost-reducing decisions.

Central Algoma Secondary School has been built on a ridge on the north shore of Lake Huron, about 40 miles east of Sault Ste. Marie—a point accessible to the entire secondary school population of the board's jurisdiction, all of whom commute to the school by bus, many of them from as far away as 40 miles. Because the school is so isolated and serves such a widely scattered population, the planners wanted to create a community within the school itself and make it a focal point for the entire area. With this goal in mind, the architects created one of the unique features of the building—its large, two-storey, glass-roofed central courtyard. The school's only main entrance leads directly to the courtyard, which has locker areas

along the two sides, the double gymnasium at one end, and the cafeteria-auditorium at the other. Teachers, students, and visitors to the building would find it almost impossible to pass through the building or use any of its facilities without mingling with the groups of people who can always be found in the courtyard. This meeting place has become the centre of daily activities and has been an important factor in avoiding the distinctions that tend to develop between groups of students in a school that serves both vocational-occupational students and students in academic courses.

This mingling of students and teachers in the courtyard has created a genuine community feeling in the school. In addition, the excellent banquet, theatre, sports, and meeting facilities that surround it have brought the entire population into the school and made it truly a community school. Moreover, specific design of the courtyard affords additional psychological and aesthetic benefits: all through the long, cold winter months the central courtyard is a place of warmth and light and lush green foliage, as living trees have been planted to add to the inviting atmosphere of the area.

Although the courtyard and the special features surrounding it provide a focal point for the school and the community, the purely educational function of the building has not been subordinated to these other benefits. It includes appropriate classroom, laboratory, workshop, and other study space for a full educational program, including all kinds of technical and occupational courses. The open-plan concept and the positioning of the workshops allow multiple use of single facilities, such as one welding area for several shops. Such economical planning has resulted in substantial savings, and the result that an exceptionally complete and modern educational institution has been created at a very reasonable total cost. The school has a capacity of 905 students with provision for expansion. At present there are about 700 day students, with an equal number of people enrolled in evening programs.

The success of the design and use of Central Algoma Secondary School gives an indication of what can be achieved when there is complete co-operation among all the parties involved in such a project. It stands as an example of what the Ministry will aim to achieve with every school construction project undertaken in the future.

Enrolment Patterns

Enrolment patterns in Ontario schools have been affected by a number of unusual factors in the last 25 years. Immediately after the Second World War there was a sharp increase in the birth rate, which continued for a number of years. The same period saw the beginning of a tremendous wave of immigration from Europe. Canada's change from an agricultural and resource economy to an industrial one brought many

newcomers to Ontario, the industrial heartland of the country, not only from abroad but also from other parts of Canada.

All of these circumstances put enormous pressure on the school systems of Ontario during the 1950s and 1960s. Classrooms were crowded and schoolyards were filled with portable units while new buildings and additions were constructed. Late in the 1950s, however, the birth rate began to fall and immigration to decline, with the result that enrolment in the elementary schools began to level off around 1970. Secondary school enrolment barely increased in 1973 and 1974 (although more students are completing their secondary education than 10 or 15 years ago) and is expected to decline by 1977 or 1978. The rate of increase has been declining since 1969.

Of course, our population will continue to increase generally and population densities will fluctuate. New schools will have to be built in newly developed residential areas and old school buildings will have to be replaced. But, despite the pace of inflation in the last two years, the total cost of new construction has been declining at the elementary level since 1971 and at the secondary level since 1972.

Population distribution changes. Needs in one area increase while they decrease in another, or certain needs in a specific area decrease while others increase. School facilities provided for the expanding school population of the fifties and sixties are not always fully used now. Two practices in particular are being encouraged in an attempt to increase the use of publicly owned buildings and avoid unnecessary additional construction.

Shared Accommodation

One situation that occasionally arises is that the need for space in the separate schools of a certain area increases at the same time that the need for space in the public schools of the same area decreases (or, of course, the reverse situation). The total amount of space available in the area may be sufficient, but there may be a shortage of space in the specific school buildings where it is actually needed. The Ministry encourages co-operation between the school boards concerned so that pupils under the jurisdiction of one board may be accommodated, with their own teachers, in facilities belonging to another board. The regional offices of the Ministry will do everything possible to facilitate the sharing of accommodation between boards in order to save the taxpayer the cost of new construction.

An excellent example of the principle of sharing facilities may be seen in the case of the R. R. Steele Community School in Nakina in the Northwestern Ontario Region. St. Brigid Separate School needed to replace its old building, but it was found to be more practical to extend the facilities at Nakina Public School and house the two schools in one building. Not only do these two schools share the same building and certain sections of the building, but they also share the services of some of the teaching staff. The Junior and Senior Kindergarten children of both schools are taught by the same teacher, and one teacher does remedial work with all the students who need it, frequently combining in a single group pupils from both schools who have similar learning difficulties.

The concept of two or more school boards sharing facilities and services is one that the Ministry will continue to foster both in the interest of economy and the principle of providing the best possible educational opportunities for all students in Ontario.

The Community and the School

For many years, numerous school boards and local agencies have followed policies and procedures that ensure the availability of their facilities to each other and to community groups. These vary according to local situations and needs, but they do show what can be achieved when a spirit of co-operation exists with regard to the provision and sharing of resources. Today more and more educators and citizens realize that schools should and can be made available to community groups for a wide variety of purposes, and most Ontario school boards have policies that encourage the community use of schools.

The Ministry has made it possible for school boards to isolate costs related to the community use of schools and class them as supplementary expenditures, thus removing these costs from the restrictions of education spending ceilings. Also, since 1972, a legislative amendment has made it possible for school boards and municipal authorities to share costs by jointly planning, building, and operating facilities for recreational, cultural, educational, administrative, and other community purposes.

Declining school enrolment, which already exists at the elementary level and will begin to affect secondary schools later in this decade, means that even during the daytime some classrooms and facilities will not be needed for regular educational purposes and will be available for other uses. It is an Ontario government policy that first claim on unused school facilities rests with the other school boards serving the same or adjacent jurisdictions, but it is estimated that even when the needs of an entire jurisdiction are taken into account, there will still be many schools that will have vacant classrooms through the rest of the 1970s. Some boards are already considering the possibility of renting

unused premises to community organizations. This solution has the advantage of ensuring that the schools can reclaim their facilities should enrolment rise during the 1980s.

Co-ordination and integration of activities at the provincial level has been greatly facilitated in recent years by the establishment of the Social Development Policy Committee of Cabinet, which provides liaison and ensures co-operation among the five people-oriented ministries: Culture and Recreation, Community and Social Services, Colleges and Universities, Health, and Education. Co-ordination at the provincial level has encouraged co-operation among various agencies at the local level. To further promote full use of school facilities, in October 1974 the Ministry announced the adoption of policies and programs that specifically support the community school concept.

The Ministry supports programs and projects that encourage individuals or groups to use their schools; programs and projects that encourage schools to use their communities as resource centres for learning; activities that extend the school into the neighbourhood as a cultural, social, and learning centre for people of all ages; and the involvement and co-operation of other people-oriented agencies in projects conducted by or involving the school. The Ministry supports the idea of the school as a kind of community centre serving as a catalyst for the development of a community identity, a community sense of involvement, and a community spirit. The Ministry supports an open-door approach to parents and the public in general. The Central Algoma Secondary School, described on pages 24 and 25, is a good example of what the Ministry is endeavouring to achieve with its community school program; this school was planned with the community school concept in mind.

The Ministry suggests that the formation of a school-community committee and the creation of a volunteer program would constitute positive steps towards helping parents and others become involved in and remain informed about what is happening in their schools, educationally, recreationally, socially, and otherwise. The school-community committee would be composed of teachers and interested and sincere citizens as well as representatives of various municipal and public service organizations. It could help to set up a volunteer program if one did not already exist. A volunteer program is an ideal means of involving parents in a school's activities and of improving community rapport and understanding of the school. During the 1974-75 school year, over 15 000 volunteers have been helping

with the programs in Ontario's elementary schools. The school-community committee could conduct community surveys to determine the interests and needs of the citizens and to identify community resources that might benefit the school's programs. It would act in an advisory capacity and would complement the school board by investigating community needs and making recommendations concerning relevant programs that would go beyond the regular daytime teaching program.

The Ministry is backing up its support of the community school concept with a three-part program begun in the 1974-75 school year. First, a *community schools unit* has been created with a small staff in the central office and a community education officer in each regional office. These are resource people who are working directly with the schools in planning and setting up programs. There is also an advisory committee, composed of representatives of provincial organizations concerned with education, recreation, and community affairs, to provide firsthand knowledge and expertise to Ministry staff and to ensure maximum co-operation and co-ordination.

Secondly, the Ministry is preparing a practical handbook of facts, ideas, and examples related to the concept of the community school.

Finally, the Ministry has set up a procedure for providing financial assistance to school boards that undertake approved projects. A maximum of \$10 000 was provided for each project approved for the 1974-75 school year. A total of 87 projects was approved, involving a total Ministry expenditure of \$500 000.

Almost as soon as the Ministry's new emphasis on community education was announced in October 1974, the regional offices increased their efforts to encourage school boards to develop their own programs. In the first month following the announcement of additional support for community school programs, the Eastern Ontario Regional Office community education officer met with the superintendent of curriculum in his region; helped representatives from McArthur College and four school boards to develop an in-service training proposal for principals, teachers, and others concerned with community education; made presentations on community education to the administrative staff and trustees of three school boards; participated in numerous other planning sessions related to programs and professional development for community education; and began work on his assignment as co-ordinator for a one-week community school development course held in Kingston in July 1975. All community education officers in the central and regional offices have been involved since November in similar activities and in the actual development of programs for individual schools.

Ministry Facilities

The Ministry's central offices are located in the Mowat Block, which forms part of the Ontario government Queen's Park complex of office buildings. The Correspondence Courses Section, the only central office educational unit located outside the Mowat Block, is housed in rented quarters a few blocks away. Some of the regional offices, such as the Northwestern Ontario and Eastern Ontario regional offices, are also in government buildings, while others, like the Niagara and Central Ontario regional offices, are in leased accommodation.

The 12 schools that are the responsibility of the Developmental Centres Schools Section of the Special Education Branch are conducted in government-owned facilities operated by the Ministries of Health and of Community and Social Services. The prime purpose of these centres is to provide accommodation and medical and mental health services for emotionally disturbed, retarded, and multiply handicapped individuals, with the Ministry of Education providing educational opportunities for those who can benefit from them. Thus the Ministry provides the administrators, teachers, and support staff for the education programs.

The four schools that provide educational programs for blind and deaf children are the exclusive responsibility of the Ministry of Education. The property and buildings are owned by the government but are operated by the Ministry. Other facilities that are government-owned and completely operated by the Ministry of Education are the two campuses of the Ontario Teacher Education College, administered by the Teacher Education and Certification Branch, and the Ontario Student Leadership Centre.

The provision of office space and the varied specialized facilities required by the various branches of the Ministry is one of the major responsibilities of the Management Services Branch, which provides a co-ordinating function within the Ministry and between it and the Ministry of Government Services. During the 1974-75 fiscal year, the relocation of the Northwestern Ontario Regional Office from rented accommodation to a new government building in Thunder Bay was completed.

The Correspondence Courses Section was also moved to more suitable quarters. At the Ontario Student Leadership Centre, a new wash house was opened to replace a 50-year-old building. Construction of two other new buildings was also undertaken to replace facilities built in the early 1920s. Cedar Hall is a meeting hall with a capacity of 250; it can be subdivided

into smaller sections. Marine Hall can also be used for meetings, but it is an ideal indoor area for activities like gymnastics, wrestling, weight training, etc., in inclement weather. It also includes a staff workroom, a change room, and waterfront storage.

As an alternative to purchasing new land for outdoor education purposes, the Ministry has finalized an agreement with the Ministry of Natural Resources during the 1974-75 fiscal year for the co-operative use of government-owned lands. The new agreement will make provincial parkland in the Central Ontario Region available to school boards for outdoor studies, and has resulted in the preparation by the two ministries of a document entitled *Resources for Outdoor Education*.

In addition to buildings and property, the Ministry uses hundreds of pieces of furniture and equipment. In order to facilitate controlling and locating procedures, the Ministry has developed and implemented a computerized system called Fixed Asset Inventory Control. The following advantages have resulted from the introduction of this system:

- unique identification of every item and a record of its location;
- a centralized fixed asset check (this will indicate whether an item needs to be ordered or whether it is available from surplus);
- a more satisfactory projection of future requirements on a Ministry-wide basis;
- a simplified auditing procedure;
- improved budgeting for fixed assets and their maintenance;
- statistical analyses of any data included in the file such as life expectancy, price, number of items by operational unit, and comparison of assets between operating units of similar size or between regions;
- flexibility in file design, ease of conversion, and capability of integration with other systems.

Education continues to be one of the important priorities of the Government of Ontario, with the Ministries of Education and of Colleges and Universities accounting for 29 per cent of the province's 1974-75 budget. More than 60 per cent of this amount was appropriated for costs related to elementary and secondary education.

Education in Ontario to the end of Grade 13 is available free of charge (except for Grade 13 books) to residents of this province who are Canadian citizens or landed immigrants, even when they are living temporarily outside the province. The costs are covered by revenues of the provincial and municipal governments, with the province providing more than 60 per cent of the funds.

During the fiscal year beginning on April 1, 1974, and ending on March 31, 1975, the Ministry spent nearly \$1.5 billion dollars. Of this figure, 89 per cent, or more than \$1.3 billion, was turned over to local school boards under the Ontario grant system for the provision of elementary and secondary education in their jurisdictions.

The Variable Percentage Grant Plan

Government grants to school boards are of two kinds—those allocated for ordinary expenditures and those designated for extraordinary expenditures. The latter mainly cover expenditures that vary greatly from one board to another, capital expenditures, debt charges, and transportation costs. On the average, the province pays 75 per cent of what is considered to be a normal level of extraordinary expenditure and about 95 per cent of additional approved extraordinary expenditures. Standard costs like salaries, maintenance, heat and light, supplies, and administration, which form the bulk of education costs, are considered to be ordinary expenditures. Overall, about 60 per cent of total expenditures, ordinary and extraordinary, are covered by provincial grants.

Government grants to an individual board are based on several factors that are meant to ensure that each student in the province, wherever he lives, will have access to educational opportunities as nearly as possible equal to the opportunities afforded any other student in the province. The *variable percentage grant plan* introduced in 1969 was designed to combine the concepts of local responsibility and equality of educational opportunity.

Local responsibility includes the obligation of a board to pay for education within its jurisdiction according to its ability to do so. To determine a school board's ability to obtain funds from local revenues, the principle of equalized assessment has been adopted. To encourage individual jurisdictions to contribute their fair share towards educational spending, provincial grants are based on the boards' actual expenditures.

Equalized assessment is a system of applying selected factors to local property assessment so that, for the purpose of calculating education taxation needs, assessment is on a common basis throughout the province. When the value of all property in the province is expressed on a common basis, the total provincial assessment calculated, and the total number of elementary and secondary school students in the province determined, then a provincial equalized average assessment per pupil at each level can be derived.

Obviously, not every municipality nor every board will have the same equalized average assessment per pupil. A board with a low equalized average assessment per pupil would require a high mill rate to collect the funds required to provide educational opportunities equal to those provided by boards with a high per-pupil assessment. This would place an unfair tax burden on these communities. To maintain a uniform mill rate for education, these school boards need a higher grant than boards with a high equalized average assessment per pupil. Each board, therefore, has an assessment index which is the ratio of the boards equalized assessment per pupil to the provincial equalized average assessment per pupil (B.E.A.P./P.E.A.P.). Each year, the Government of Ontario establishes the percentages of ordinary and extraordinary expenditures it will provide for a board of equalized average assessment per pupil (or average wealth). When a school board's assessment index is applied to the percentages to be borne by a board of equalized average assessment per pupil (two separate calculations are actually made—one for ordinary expenditures and one for extraordinary expenditures) and each result is subtracted from 100 per cent, the remainder is the percentage that will be provided by the provincial government grants. Thus an individual board's grant rates may be either below or above the provincial or average rates.

Ceilings

While the provincial government attempts, by basing grants on actual board expenditures, to encourage reasonable local spending on education, it is also concerned about the rapid increases in educational expenditures and the resultant tax burden for the community. In an attempt to regulate expenditures, the Ministry has been imposing ceilings on ordinary expenditures since 1971. Between 1960 and 1970, school board expenditures averaged an increase of 13.5 per cent per year (6.5 per cent per pupil in constant dollars), reaching nearly \$1.7 billion in 1970.

Ceilings take the form of a maximum expenditure per pupil. When first introduced in 1971, the ceilings were \$545 per elementary school student and \$1060 per secondary school student. By 1974 elementary school ceilings had been increased to \$704 and secondary school ceilings to \$1231. The spending ceilings for the 1975 calendar year are \$926 for each elementary school pupil and \$1441 for each secondary school student.

A further important factor in the cost of education is related to the variations in per-pupil spending which

occur as a result of varying local needs and circumstances. Some conditions that create additional costs are the provision of Special Education services and personnel, the provision of technical and occupational courses, the maintenance of older schools, a low population density, compensatory education relating to disadvantaged children, the higher cost of goods and services in remote areas, and variations in teachers' salaries based on qualifications and length of service. The Ministry has developed a system of weighting factors which is used in adjusting a school board's per pupil ceilings to allow for these special circumstances.

The ceilings discussed above apply only to ordinary expenditures, which make up about 80 per cent of educational spending in the province. There are few limitations on extraordinary expenditures, although grants will be provided only for capital projects and for the provision of services approved by the Ministry.

The Ministry's grant system is administered by the School Business and Finance Branch, which maintains contact with associations of teachers, trustees, and other educators as well as with individual school boards. Advice and assistance in planning and budgeting are provided to school boards by the staff of the regional offices. A school board's forecasts, estimates, and actual financial statements are processed by computer, and the information is used to calculate final grant payments in any given year, to test proposed grant allocation policies for the following year, and to calculate per-pupil costs on a variety of bases.

1974-75 Budget

Nearly 90 per cent of the Ministry's budget is used for direct grants to school boards. During the 1974-75 fiscal year, in addition to the more than \$1.3 billion spent in grants to school boards, \$170 million was appropriated for other transfer payments. Of this sum, \$158.5 million went to the Teachers' Superannuation Fund and Commission, \$2.25 million to the Ontario Institute for Studies in Education, \$875 000 to Ontario scholarships, \$6.89 million to the Ontario Educational Communications Authority, nearly \$1 million to research grants, and \$.5 million to cultural and educational exchange and travel grants.

More than \$16.5 million was appropriated for the Special Education Branch, which operates the Ministry schools for children with visual and hearing handicaps and the educational programs in the 12 centres maintained by the Ministries of Health and of Community and Social Services. Another \$3 million was spent on the provision of correspondence courses to Ontario residents. A further \$5 million was appropriated for the education of teachers by the Teacher Education and Certification Branch.

The remaining \$30 million of the total Ministry budget of \$1.5 billion was used to cover the costs of operating the Ministry and providing general services to the educational community.

Financial Management and Systems

The Ministry's Education Data Processing Branch offers a wide range of data processing services to the educational community of Ontario, to the Ministry itself, and to other ministries. Of special importance in the area of finance are the Payroll Personnel Administrative Service and the Financial Management System, which are available to school boards either on a service-bureau basis, using the Ministry's equipment, or on an in-service basis, using the school board's own equipment.

Payroll Personnel Administrative System

The Personnel Payroll Administrative System was designed to handle two main functions for school boards.

The *payroll function* includes all payroll operations for academic and non-academic staff—regular, casual, and summer supply teaching staff, and regular and casual non-teaching staff. The system calculates on the basis of hourly, daily, pay-period, and annual rates, taking into consideration such variations as shift premiums, bonuses, and overtime, taxable and non-taxable items, and pensionable, partially pensionable, and non-pensionable amounts. It produces pay cheques or deposit advice slips, T-4 slips, and a variety of listings and reports, including the payroll register, complete deduction listings, attendance and overtime reports, and income tax and T-4 reports.

The *personnel administration function* maintains records of sick leave, vacation, and service credits, and produces a personnel directory, Unemployment Insurance Commission separation certificates and other essential forms, and a variety of listings and reports as needed. Reports and listings can be programmed to suit the individual user, who has a choice of 16 sort sequences.

Currently, five school boards and the Ministry of Correctional Services are using this system commonly called PPAS.

Financial Management System

The Ministry has acquired a proprietary software package and modified it to satisfy the requirements of the educational community. This package handles purchase order processing and general ledger accounting and can be used as a budgetary tool in preparing annual projections. It has also added an inventory control extension to the system, which records stock balances of school supplies, books, and janitorial supplies; automatically produces inventory status reports, back order reports, and order slips; and originates the posting information for the accounting system. This system is provided on a cost-recovery basis.

All the activities of the Ministry and the school boards are carried on within the framework of legislation. One of the most important events of the 1974-75 fiscal year was the passing of Bill 72, The Education Act, 1974. This new act brings into one statute the five acts that had governed education in Ontario since 1954.

The Education Act, 1974

Although the new act, which became law on January 1, 1975, is primarily a consolidation, it also contains some significant changes and additions. Several of these deal with matters of special concern to school board members, such as eligibility for election to a Roman Catholic separate school board, revised limits on allowances and expenses to be paid to trustees, board member access to schools within the board's jurisdiction, and public access to school board and committee meetings. Others concern the qualifications of supervisory officers and directors of education. In addition, the act stipulates that any teacher referred to in a report requested by the board must be given a copy of that portion of the report that refers to him. The term *Roman Catholic* has been defined, for the purposes of the act, to include a Catholic of the Greek or Ukrainian rite in union with the See of Rome.

Probably of the greatest import to the public are those changes that directly affect the pupil. The parent or legal guardian of a student now has the right to visit the school that the student attends. The parent or legal guardian of a pupil, or the pupil himself if he is an adult, has the right to a hearing in the case of any suspension or expulsion. Procedures have been established whereby a decision can be made at the local level concerning the inability of a student to profit by instruction in an elementary school because of a mental or physical handicap. The Minister of Education is now authorized to permit a pupil, under certain circumstances, to leave school at 14 or 15 years of age and continue his education through an alternative program while remaining under the supervision of a principal until he reaches the age of 16. Such a regulation has been made to set out procedures for permitting a student to be excused from regular school attendance before his 16th birthday and for outlining the alternative program that he must undertake. This legislation is designed to provide the most suitable program for a student who is not benefiting from a regular school program.

It was as long ago as 1966 that Ministry personnel began reviewing the five existing education acts (the Department of Education Act, the Public Schools Act, the Schools Administration Act, the Secondary Schools and Boards of Education Act, and the Separate Schools Act) with a view to consolidating them, but the work proceeded slowly at first because of the impending formation of larger units of administration. Once these came into existence on January 1, 1969, the work of reviewing the education acts proceeded at an accelerated pace. The first draft of the new act was completed by the end of 1972. Recommendations and submissions were invited and received, and Bill 255 was given first reading on November 30, 1973. Further public reaction was sought, however, and more changes were made. On May 30, 1974, the new act was introduced as Bill 72, was given second reading on November 18, and sent to the Social Development Committee of the Legislature. Subsequently, it was debated by a committee of the whole House, given third reading, and finally Royal Assent on December 20, 1974.

Communication is an important aspect of the operation of any organization, but is especially important in an organization of the size and structure of the Ministry of Education, which has a staff of nearly 2350 people working in more than 30 locations. The elementary and secondary school systems of Ontario employ close to 100 000 people to provide classroom education for well over two million students. Add to these numbers the parents of the students and all the other members of the public who are interested in education and the job of communication becomes formidable. The Ministry has developed a number of methods for providing the desired information to the right people when it is needed.

External Communications

For providing information to the educational community and the general public, the Ministry uses a regular newsletter, frequent specialized and general displays, two educational directories, news releases, radio and television broadcasts, a variety of publications, and a public enquiry service operated by telephone and correspondence. An increasing number of these services are being made available in the French language.

Ontario Education Dimensions

The Ministry is responsible for the development of a philosophical framework and general programs for elementary and secondary education in Ontario. Among the tools used by the Ministry's central and regional office personnel in communicating Ministry policy to the educational community, which must translate it into specific programs at the local level, are the circulars and guidelines outlined in this report under "Programs for Education". Another important medium of communication, and one that is designed to disseminate Ministry policy and news to interested members of the general public as well as to the entire educational community, is a publication called *Ontario Education Dimensions*.

Dimensions is a news magazine that now has a circulation of about 80 000. This figure includes distribution, on request, to lawyers', doctors', and dentists' offices and to some barbershops and beauty parlours, undertaken as a means of making the publication available to the public. During the 1974-75 fiscal year, *Dimensions* was published eight times. These issues gave major coverage to the new Special Education Branch, the Ontario Teacher Education College, education spending ceilings, the new curriculum for the Primary and Junior divisions, the importance of teaching basic skills, and the new Education Act.

Displays

During the past year increased emphasis has been placed on displays as a means of calling Ministry programs to the attention of specific groups. In keeping with this concept, displays were set up at the Conference of the American Association of the Mentally Retarded, held in Toronto, and at the combined Eighteenth Annual Convention of the Ontario Federation of Chapters and First Canadian Congress of the Council for Exceptional Children in Ottawa; at two major trustees' conferences; at the Canadian Educational Communications Conference; and at various events organized by the Correspondence Courses Section. A general display has been maintained in the Legislative Building and another was in the Ontario Government Bookstore for two months. A major feature of some displays, including those set up in connection with the Canadian Education Showplace, the Sportsman's Show, and the Conference of Ontario School Counsellors, has been the Student Guidance Information System, which has also been displayed on its own in numerous locations. Other displays included one set up in connection with Environment Week and one set up in the St. Lawrence Lounge of the MacDonald Block displaying PEOPLE and SPICE projects from the summer of 1974.

Directories

To facilitate communication within the educational community, the Ministry produces two directories annually. The *Directory of School Boards* gives the full name and address of every school board in the province as well as the names of their senior officials. The *Directory of Education* lists publicly supported elementary and secondary schools in the province by school board and region: the information given includes each school's name and address, the principal's name, the grades taught, and the teacher and pupil counts. This directory also includes the names of school board and regional office administrators and supervisory officers.

Public Information Services

The Ministry has a number of other programs designed to inform the public about the goals, policies, and programs of the Ministry and about Ontario's educational system generally.

Between April 1, 1974, and March 31, 1975, approximately 40 news releases were distributed to the Queen's Park press gallery and to weekly newspapers and other publications with an interest in education. In addition, 19 taped radio broadcasts (14 in English and 5 in French) and four television broadcasts were produced for free distribution on request to the province's radio and television stations.

During the same period, Ministry staff answered more than 10 000 telephone enquiries and several hundred letters from the general public requesting information on various aspects of the educational system.

Internal Communications

In addition to the normal channels of communication used in the operation of any organization, the Ministry employs a number of special services and facilities to help its staff carry out their duties and to ensure that they are well informed concerning Ministry activities and news.

Information Analysis Centre

The central office library resource centre, designed to keep members of the Ministry informed about developments in education, consists of more than 50 000 books and periodicals. These are constantly under review to ensure that all materials are pertinent and up to date.

This library shares accommodation and some specialized reference materials with the library of the Ministry of Colleges and Universities. It also participates in an interlibrary loan service that gives it access to many more thousands of books and periodicals. In keeping with its growing function of providing information research services to the staff of the Ministry, the name of the library was changed in 1974 to the Information Analysis Centre.

Audio-Visual Services

The Communication Services Branch provides a complete range of audio-visual materials, equipment, and services to the Ministry's central and regional offices, the Ontario Teacher Education College, and the 16 schools operated by the Special Education Branch.

Screening rooms are provided for the previewing of films from the Ministry's collection, which comprises about 3000 educational films. During the 1974-75 fiscal year, 916 groups used the branch screening rooms and 72 new films were added to the collection. Workrooms are available for the preparation of audio-visual programs. From April 1, 1974, to March 31, 1975, 1001 audio-visual equipment loans and 3801 film loans were made to Ministry staff for professional purposes. In addition, videotapes are prepared for a variety of purposes and uses within the Ministry.

Ministry News

There are two regular programs intended to keep staff members informed about what is going on within the Ministry.

News, an internal newspaper published on a quarterly basis, gives information on matters of general interest to employees of the Ministry. It carries articles and photographs of Ministry activities and reports on developments of particular interest to staff members.

The Mass Awareness Program, initiated in 1973, is intended to keep employees informed of important events and appointments on a more timely basis. Brief news items are displayed on bulletin boards installed in two locations on each floor of the Mowat Block occupied by the Ministry of Education. The material is of current interest and may be changed as often as three times a week. During 1974, these MAP boards were installed in all the other Toronto locations of the Ministry, as well as in the regional offices and one of the hospital schools. It is expected that they will be in all Ministry locations by the end of 1975. News from all Ministry locations is solicited for dissemination by means of these bulletin boards.

Communication Services Branch

The programs and services that have been described in this section are provided by the Communication Services Branch, which was set up in 1973. The branch performs a variety of functions, but its principal aims are (1) to implement and evaluate Ministry communication programs; (2) to advise and assist branch directors in planning comprehensive communication programs; and (3) to supply communication support services to all Ministry branches.

The branch is also responsible for the production of all Ministry materials. In this role, it provides editing, design, layout, and printing co-ordination services to all the Ministry's branches and offices. During the 1974-75 fiscal year, about 100 Ministry publications were produced by the Communication Services Branch. The major ones are listed on page 36.

From the individual teacher concerned with the day-to-day education of one small group of pupils to the Management Committee of the Ministry of Education, planning is a vital function at every level of the system.

Planning at the Local Level

Planning within a school or a school board area is carried out at the local level, although frequently with advice or assistance from the Ministry's central or regional office personnel. Each of the nine regions also has a regional education council consisting of the directors of all the school boards in the region and occasionally other educational officials from the region. For instance, this year members of the Niagara Regional Council invited the Principal of the Ontario Teacher Education College in Hamilton, the Dean of the Faculty of Education at Brock University, and the Director of the Regional Office of the Ontario Institute for Studies in Education to join their group. Each regional council meets regularly with the Ministry's regional director and superintendents.

Educational Resources Allocation System Task Force

Late in 1971, the Educational Resources Allocation System Task Force was set up to examine resources allocation in the elementary and secondary schools of Ontario and to make recommendations for improving the allocation methods used. As a result of their initial studies, the task force recognized the need to develop an integrated system that would involve educators and administrators in setting educational goals and objectives, analysing alternative ways of meeting these objectives with the resources available, choosing and implementing courses of action, and evaluating the results.

Close to 20 pilot projects have been set up since 1972 to apply the E.R.A.S. technique to a variety of educational systems. Because such a technique necessarily affects the entire operation of a school system, its development is invariably a long-term project. Interim reports have noted the progress made by individual pilot projects, but it is not anticipated that the task force will submit a complete report before August 1975. In the meantime, however, they have published a number of valuable documents that would be of use to any school system planning to set up an integrated planning, implementation, and review technique. Working Papers Nos. 5 and 6 were published late in 1974 under the titles *The Initial Stage in Implementing an E.R.A.S.* and *E.R.A.S. in Practice: The Development and Implementation of a Systematic Decision-Making Process*. The task force's Newsletter No. 8, issued in January 1975, listed the conditions or activities that characterize an operative educational resources allocation system.

Planning at the Ministry Level

Much planning has to be done at the Ministry level to ensure that the Ministry's policies and programs are responsive to present-day needs and conditions; that suitably trained personnel are available to carry out all the functions of the system; that the facilities are available for the provision of the programs; that the finan-

cial resources are used to gain the greatest possible return; and that the structure of the Ministry is designed to support its functions.

The Government of Ontario has for some years required that a management approach known as *Management by Results* (M.B.R.) be used throughout its ministries and agencies to establish systematic planning, operating, and control methods and procedures. Ontario's M.B.R. system includes several elements: (1) the formulation of objectives and their relationship to provincial needs and goals; (2) in-depth analysis of existing and proposed plans; (3) linking of the planning and budgeting processes through a multi-year program and financial plan; (4) the assessment of performance; and (5) the systematic integration of all these elements in order to arrive at a more effective system for the allocation and management of resources. (It can be seen that the basic principles of the M.B.R. system are inherent also in the E.R.A.S. technique.)

Multi-Year Plan

The *Multi-Year Program and Financial Plan* (usually called the Multi-Year Plan or simply M.Y.P.) is the vehicle designed to give the management team the information it needs for effective decision-making. It is the programming device in the Management by Results system, and is used to develop a comprehensive timetable for the implementation of proposed and approved plans. It is an expression of the anticipated accomplishments and benefits of a program, a unit, a ministry, or the government as a whole, together with physical and human resource requirements and costs, projected for a number of years into the future. The Multi-Year Plan of the Ontario government is a combination of all the programs to be undertaken by the entire government, and a ministry M.Y.P. is a combination of all the programs to be undertaken by a ministry.

The Ontario government now works on a three-year multi-year-plan basis. Each year, every branch of the Ministry of Education prepares its own projections for a three-year period. The Planning and Research Branch co-ordinates the review of these individual plans and assists senior management in preparing the Multi-Year Plan of the Ministry for presentation to the Cabinet Committee on Social Development, which covers five ministries. The committee considers the plan within the context of the government's priorities for social development, and presents the overall summarized budget for the Social Development Policy Field to the Policy and Priorities Board of Cabinet, which establishes constraints and priorities for the Ontario government as a whole. The final level of approval on policies and priorities is the Cabinet.

The first year of the Multi-Year Plan is usually sufficiently firm to provide the information needed for the preparation of the spending estimates, taxation proposals and fiscal policies, and performance targets for the year. Even so, budget figures are estimates, and changes frequently occur during the realization of plans.

Goal-setting and Review

One additional program intended to co-ordinate the daily operations and help achieve the long-range goals of the Ministry is the goal-setting and review system. Goal-setting and review procedures apply the principles of the Management by Results system to individual projects.

Interim Report No. 6 of the Committee on Government Productivity was published in April 1972. One of the recommendations of this report (*Report on the Utilization of Human Resources in the Ontario Public Service*) was that a goal-setting and performance review system based on output should be developed for individual jobs.

The concept of goal-setting and review is characterized by the translation of organizational goals into individual job goals and performance measures, which are reviewed and reset regularly. Under a goal-setting and review system, management and staff jointly identify the goals of individual jobs, define their objectives in terms of results expected, and decide how these results will be assessed. It was suggested that the implementation of such a program should begin at the senior levels so that senior administrators would have the experience of establishing their own goals and measuring their achievements against these goals before introducing similar processes to their subordinates.

The Ministry has made good progress with the implementation of its goal-setting and review program at the senior and middle management levels. Some branches initiated the system more than a year ago. During the fiscal year of 1974-75, orientation workshops, conducted by one of the Ministry's management-by-objectives experts, were held by 11 branches. Some of these workshops involved the entire staff. Some of these branches have also held their second orientation session, which is a writing session for establishing overall goals, objectives, activities, and criteria for measurement of performance. This second session is followed by a series of meetings between an individual and his supervisors to ensure agreement on the stated objectives and the performance criteria of individual jobs. About six months later, a performance review is held to determine whether the goals have been met and to examine problem areas.

Some of the regional offices have also held orientation sessions during the past year, with assistance from the central office. Some of the other regional offices and branches have set up their own goal-setting and review-program orientation workshops, assisted, in some cases, by their own officers who had had the opportunity of participating in a management-by-objectives workshop.

In February 1975, the Ministry appointed a Co-ordinator of Professional Manpower Planning and Development on a two-year assignment. A major responsibility of this position will be the Ministry's goal-setting and review program.

Ministerial Committees, Commissions, and Task Forces

Committee on the Costs of Education

The Committee on the Costs of Education, chaired by Mr. Thomas McEwan, released its fourth interim report in July 1974. This report deals with planning and demographic influences on school enrolment.

A Committee on the Study of Differences between Elementary and Secondary School Ceilings

This committee, composed of representatives of both the Ontario Teachers' Federation and the Ministry, reported to the Minister in June 1974 and recommended that the differential between the elementary and secondary ceilings be reduced. Subsequently, additional monies were made available at the elementary level with a view to improving programs for children in their formative years.

The committee has been reconvened and a second report is expected in June 1975.

Committee to Review the Reports of the Select Committee on the Utilization of Educational Facilities

The Ministry's Committee to Review the Reports of the Select Committee on the Utilization of Educational Facilities submitted its final report to the Deputy Minister in March 1975 and was requested to submit it to the Social Development Committee of the Cabinet.

Educational Resources Allocation System Task Force

The Educational Resources Allocation System Task Force was established to help school personnel achieve more effective management of resources in the light of their immediate and long-term objectives. During the past year, the E.R.A.S. Task Force has been engaged in two major tasks: the completion of 15 pilot projects carried out in co-operation with school systems in the province, and the preparation of a final report and manuals. The latter will be completed during August 1975.

In conjunction with these endeavours, the task force also issued the following interim publications:

Working Paper No. 5: *The Initial Stage in Implementing an E.R.A.S.*

Working Paper No. 6: *E.R.A.S. in Practice: The Development and Implementation of a Systematic Decision-Making Process*

Working Paper No. 7: *Programming*

Working Paper No. 8: *Human Resources in Education*

External Evaluation Committee for the James Bay Education Centre

In October 1974, an external evaluation committee was established to report on the affairs of the James Bay Education Centre, then in its seventh year of operation. The external evaluation was conducted at the same time as the separate internal evaluation undertaken by the board of governors of the centre.

The committee was charged with investigating the operation of the centre, reporting on the effectiveness of current programs, and making recommendations as to ways in which the centre could best meet the educational needs of the residents of the James Bay area.

Members of the committee were Miss Verna Kirkness, National Indian Brotherhood, appointee of the Department of Indian Affairs and Northern Development; Gilbert G. Faries, former vice-chairman of the board of governors of the centre, nominee of Grand Council Treaty 9; and Donald S. Felker, Chairman, appointee of the Ontario Ministry of Education.

The Ministerial Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto

The report of the Ministerial Commission on the Organization and Financing of the Public and Secondary School Systems in Metropolitan Toronto, under the chairmanship of Mr. Barry Lowes, was tabled in the Legislature in June 1974. The Ministry invited the educational community to comment on the report's 90 recommendations. The recommendations and the 45 briefs submitted in response to the report have been given detailed analysis by the Ministry.

Ministerial Committee on the Teaching of French

The 12-member Ministerial Committee on the Teaching of French, under the chairmanship of Robert Gillin of the Ministry's Western Ontario Regional Office in London, presented its report in September 1974, following 15 months of study and investigation. The report's description of the three levels of achievement in French, and of the time and effort normally needed to achieve each of the levels, will greatly help Ontario school boards in their efforts to revise their French programs.

The report's implications for teacher supply, funding, and curriculum materials are currently being reviewed by the Ministry.

Task Force on Career Development for Support Staff

In October 1974 a task force on career development for all support staff in the Ministry was established to study and report on all matters related to opportunities for career development, and to review the status of women in the Ministry and the utilization of their talents. Mrs. Lenora Pullen was appointed as chairman and Miss Gladys Munnings as consultant.

Objectives and priorities have been established in the fields of guidance and counselling in the schools, in curriculum development, in research activities, in summer employment programs for students, and in other areas. The intent behind these objectives is to encourage schools across the province to reflect in their programs an awareness of the changing occupational outlook of women in today's society, and to place greater emphasis on career guidance and counselling related to the changing needs of women in today's society.

*Issued during the fiscal year beginning April 1, 1974,
and ending March 31, 1975*

Directories

Directory of Education 1974-75

Directory of School Boards 1975

Circulars

Canadian Studies: A Supplement to H.S.1 1975-76 and 1976-77

Circular 14: Textbooks/Circulaire 14: manuels scolaires 1975

Circular 14A: Textbooks/Circulaire 14A: manuels scolaires 1974

Circular 14B: Textbooks/Circulaire 14B: manuels scolaires 1974

Circular 15: Canadian Curriculum Materials (1974)
Exigences des diplômes d'études secondaires : H.S.1 1975-76 et 1976-77

Répertoire 15 : matériel didactique canadien

Secondary School Diploma Requirements: H.S.1 1975-76 and 1976-77

Guidelines

L'informatique, cycles intermédiaire et supérieur

Le milieu et nous, cycles intermédiaire et supérieur
(document provisoire)

People of Native Ancestry, A Resource Guide for the
Primary and Junior Divisions

La politique et nous, cycle supérieur

Reports

Committee on the Costs of Education: Interim Report
No. 4

Educational Resources Allocation System Task Force
Newsletters 5, 6, 7, and 8

Educational Resources Allocation System Task Force
Working Paper No. 5: The Initial Stage in Implementing an E.R.A.S.

Educational Resources Allocation System Task Force
Working Paper No. 6: E.R.A.S. in Practice: The
Development and Implementation of a Systematic
Decision-Making Process

Education Statistics Ontario, 1974

Report of the Minister of Education to the Legislative
Assembly, 1973

Report of the Ministerial Committee on the Teaching
of French

Système d'affectation des ressources pédagogiques,
Exposé initial du groupe d'étude

Système d'affectation des ressources pédagogiques,
Document de travail n° 1 du group d'étude : buts
et objectifs des systèmes scolaires

Système d'affectation des ressources pédagogiques,
Document de travail n° 2 du groupe d'étude :
structures des programmes

Système d'affectation des ressources pédagogiques,
Document de travail n° 3 du groupe d'étude :
évaluation au sein des systèmes scolaires

Système d'affectation des ressources pédagogiques,
Document de travail n° 4 du groupe d'étude :
comptabilité et préparation du budget par
programmes

Periodicals

Ministry of Education News (4 issues)

Ontario Education Dimensions (8 issues)

Calendars

Correspondence Courses 1974-75

Professional Summer Courses for Teachers/Cours
professionnels d'été pour enseignants, 1975

Numerous brochures and program outlines on specific
courses, seminars, and programs

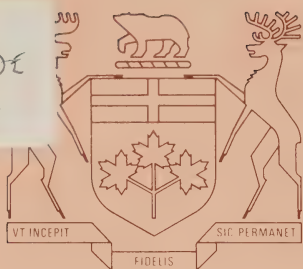
Miscellaneous

Student Guidance Information System Careers Master
List, 1974/75

Numerous brochures and booklets on Ministry
programs and services

CA2 Ø N DE
-R25

Government
Publications



Ontario

Education



**Report of the Minister of Education
for the Fiscal Year 1975-76**

**Report of the
Minister of Education, 1975-76**

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The Honourable Pauline M. McGibbon
Lieutenant-Governor of the Province of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1975, and ending March 31, 1976.

This report highlights the major activities of the Ministry in its endeavour to achieve four main objectives: the provision of appropriate programs, qualified personnel, satisfactory facilities, and equitable financing for elementary and secondary education in the province.

In 1976 the Ministry marked its one hundredth anniversary, and the opening section of this report traces the history of the Ministry from its inception on February 10, 1876, to the present, highlighting many of the changes that have taken place over the years.

The prime emphasis in curriculum during the past year has been on the implementation of the new Primary and Junior curriculum for students in our elementary schools. The main document, which outlines the basic principles to be applied in elementary education, was distributed to all elementary school teachers along with copies of a new resource guide for the elementary years. In May of 1976, special implementation teams from the Ministry's nine regional offices began working directly with teachers and school boards on developing new programs in the classrooms.

At the secondary school level, a new Physical and Health education guideline was introduced for senior students. Under the new guideline, Health Education became a full credit course for the first time. The guideline includes new and significant topics such as the human family, sexuality, consumer health, venereal disease, and problems associated with stress. The Physical Education section of the guideline emphasizes activities that students may continue to enjoy after leaving school — such as golf, tennis, archery, badminton, curling, swimming, and camping — as well as the traditional secondary school team sports.

To mark the advent of the Olympic games to our country, schools were asked to use the Olympics as a theme in various areas of the curriculum. The Ministry produced an Olympic kit which was sent to all school boards for use in their schools, and each school in Ontario received for its library two copies of the book *Canada's Sporting Heroes*.

The Ministry maintained its support of the metric conversion program in schools by continuing its special metric conversion grant. In addition, in co-operation with the Council of Ministers of Education, Canada, the Ministry distributed a metric style guide to all schools.

Through the Community School Development Grant Program, the Ministry supported 232 community school projects submitted by school boards. To further strengthen the community school concept, a ten-member advisory board composed of parents, teachers, school trustees, and students was appointed in August to monitor and advise on the effectiveness of the Ministry's community school policies.

In July the Legislature passed Bill 100 which sets down negotiation procedures between school boards and teachers. The bill lays down step-by-step procedures for negotiations, sets out sanctions that may be used, and also provides alternatives to strike action in the event of impasses, including fact-finding, mediation, voluntary binding arbitration, and final offer selection. The bill also established the Education Relations Commission to administer the provisions of the bill.

The Legislature also passed Bill 132 which sets out similar negotiation procedures for teachers employed by the Ministries of Education, Health, and Correctional Services.

This report also details many of the other functions undertaken by this Ministry. Detailed statistical data on education in Ontario are provided in the new edition of *Education Statistics, Ontario*.

Respectfully submitted,

Thomas L. Wells

Minister of Education

Table of Contents

Introduction	4	Legislation	16
		Bill 100	
		Bill 132	
A Century of Education	4		
Curriculum	5	Grants	17
Programs			
Circular 14		Private Schools	17
Canadian Learning Materials Development Fund			
Early School-Leaving Program		Role of the Regional Offices	18
Services for Education	7	Ministerial Committees and Task Forces	19
Special Education			
Schools for the Blind and Deaf		Publications	20
Developmental Centres Schools			
Correspondence Courses			
French-Language Education			
Teacher Education			
Vocational and Occupational Teachers			
Northern Corps			
Regional Professional Development Plan			
Educational Records			
Computer Services			
— The Student Guidance Information Service (SGIS)			
— Student Scheduling System			
— Student Instructional Service			
— Integrated School Service			
— Other Computer Services			
Educational Research			
Communication Services			
Special Projects	13		
Ontario Student Leadership Centre			
Summer Employment Programs for Students			
Teacher Exchange Programs			
Ontario Young Travellers (Visites Ontariennes)			
Interprovincial Second-Language Monitor Program			
Project Canada			
Project School-to-School			
Project School Supplies			
Young Voyageur Program			
Educational Exchange Program			
Ontario-Quebec Exchanges			
Ontario-France Exchanges			
Professional Educator Exchange Program			
Energy Conservation Project			
International Women's Year and Affirmative Action, 1975-76			
Community School Development Grant			

The Ministry of Education concerns itself with all aspects of elementary and secondary school education in Ontario.

The Ministry's goal is the provision of equal educational opportunity for the nearly 2 000 000 students in Ontario schools.

To achieve this goal, the Ministry, working in co-operation with the publicly elected school boards of the province, attempts to ensure the provision, within the school system, of a full range of educational programs.

The Ministry is responsible for establishing curriculum policy. The broad curriculum guidelines developed by the Ministry are statements of curriculum policy for the province. From these guidelines, school boards develop programs suited to local needs and circumstances.

To maintain the high quality of the province's educational system, the Ministry awards substantial grants to school boards to assist them with direct operating expenditures. The Ministry also gives substantial grants toward school construction and renovation, French-language instruction, metric conversion, and community school programs.

Much of the responsibility for the education of students and the operation of schools lies with local school boards. To assist them in the implementation of Ministry policies and regulations, the Ministry operates nine regional offices whose staff work with the local boards. Regional office staff provide assistance in implementing curriculum programs, preparing budgets, planning for facilities, monitoring and auditing the implementation of provincial policy and, in some particular instances, supervising the day-to-day operation of the schools.

To maintain and improve the quality of education within the system, as well as to ensure that Ministry programs can be effectively developed and monitored, the Ministry maintains close contact — through a variety of means and at various levels — with teacher groups, trustees, parents, students, and organizations of supervisory officials.

The Ministry marked its one hundredth anniversary in February 1976.

It was Dr. Egerton Ryerson, generally considered the father of Ontario's education system, who recommended that education be given full departmental standing in the Ontario government.

The Government agreed with the recommendation and, on February 10, 1876, the Legislature created the Education Department which was composed of four branches — departmental, administrative, financial, and depository. Adam Crooks, a lawyer who represented West Toronto in the Ontario Legislature, was the first Minister of Education, a post he held for seven years. Seventeen members of Cabinet held the post during the century.

Fifteen years later the Department moved into the field of teacher training, establishing the Provincial School of Pedagogy in Toronto, and a second school in Hamilton in 1897. These two institutions remain to this day; they now operate as the Ontario Teacher Education College, the only teacher education institution still operated directly by the Ministry.

In 1905 the Department took over the operation of the School for the Deaf and the School for the Blind. This area of special education has grown to a network of four schools; their programs are considered among the finest in the world for hearing-handicapped and visually-handicapped students.

In 1906 the Education Department was renamed the Department of Education and, a year later, in keeping with the rural character of the province, the Department hired its first Agriculture instructor.

In 1908 the Department introduced summer courses for teachers who wished to improve their qualifications. The program now attracts some 7000 teachers annually. Nine years later the Teachers' and Inspectors' Superannuation Fund was established.

One of the most romantic eras of education in Ontario began in 1925 with the introduction of railway car schools to serve isolated settlements along the lines of Northern Ontario. The school cars — classrooms on wheels — would be dropped off on a siding from regular freight or passenger trains and would remain for periods of one to two weeks to provide instruction for children from the timber and pulpwood camps and the sparsely populated settlements that straddled the railway line.

The cars would move from settlement to settlement taking the three R's to eager youngsters who, but for the innovation, would have received little or no education. During 1926, the first two school cars served 82 children at 14 separate points. It was the beginning of a 40-year adventure in Ontario education.

Some of the students served by the school cars would travel up to 40 miles for their week's schooling, bringing provisions and other necessities with them. The system was expanded and reached its peak in the late 1940s when seven cars, serving 226 children, plied the CN, the CP, and the Temiskaming and Northern Ontario rail lines.

In 1926, the Ministry introduced correspondence courses. Originally intended to serve the children of Ontario missionaries and diplomats in foreign countries, the courses were gradually expanded over the years to provide Ontario residents from all walks of life with the opportunity to upgrade their academic qualifications. Today more than 50 000 Ontario residents are taking advantage of the Ministry's correspondence courses.

As the province grew in population, so did the Ministry and its responsibilities. In 1943, a director of physical fitness was appointed, and two years later a physical fitness branch was established. At this time the Ministry also added the first art branch.

In 1956 the Ministry underwent a major reorganization with the appointment of two deputy ministers, one for elementary education and one for secondary education, who reported to the Chief Director of Education. The following year saw the creation of the Professional Development and Teacher Education branches. In 1963 the Ministry gained its first technological trades training branch and a year later the Youth Branch.

A major milestone in the Ministry's history was laid in 1965 with the establishment of the community college program. The Ministry oversaw the formation of the network of community colleges and guided the colleges through their formative years.

In 1966 the Ministry became one of the first government jurisdictions in Canada to venture into the field of educational television when it established its own ETV branch.

In 1972 the Ministry underwent another major reorganization that defined its functions within three divisions — Education Administration, Education Development, and Administrative and Financial Services.

During the past six years, within the reorganization of the provincial government as a whole, the Ministry has undergone a constant process of consolidation. Many of its branches and responsibilities have been taken over by other ministries as the Ministry of Education concerns itself solely with the education of children in the elementary and secondary schools of Ontario.

Programs

The school program in Ontario is divided into four divisions — Primary, Junior, Intermediate, and Senior. The Primary Division includes the Kindergarten years plus the first three years. The Junior Division covers the next three years, the Intermediate Division the following four years, and the Senior Division the final three years. It is during the Primary and Junior years that children learn many of the basic skills that they will need for living in contemporary society. Their early school years are designed primarily to help them understand their environment and to communicate adequately, as well as to prepare them for further studies at the secondary and post-secondary levels.

To ensure that the elementary and secondary school programs keep pace with the constantly changing needs of society and its students, the Ministry of Education reviews the curriculum of the various divisions on a rotating basis. The cycle includes input, development, and implementation phases stretching over six years. For the purpose of cyclic review, the Primary and Junior divisions are combined so that a total of three learning divisions is examined.

The prime emphasis in curriculum during the past year has been on the implementation of the new Primary and Junior curriculum for elementary students. The main document, *The Formative Years*, which stresses the basics in a student's elementary education, was distributed to teachers in the period from May to November. In addition, copies of a major resource guide, *Education in the Primary and Junior Divisions*, were distributed to all teachers in December. Beginning in May, implementation teams from the Ministry's regional offices began working with teachers and boards on developing the new program in the classrooms.

The Intermediate Division review, which is nearing the close of the development phase, will culminate in a curriculum document once the review committee, composed of Ministry officials and other educators, completes its study of the extensive input received from all sections of the province. Emphasis is being placed on the identification of provincial expectations for students in each of the four years of this division.

In addition to the cyclic review documents, several other significant curriculum statements were released during the 1975-76 fiscal year.

A new Physical and Health Education guideline for the Senior Division was introduced into the curriculum in April. Under the new guideline, provision is made for Health Education to become a full credit course for the first time. New and significant topics include human families, sexuality, consumer health, venereal disease, and the problems associated with stress. The Physical Education section of the guideline emphasizes activities that students may continue to pursue after leaving school, such as golf, tennis, archery, badminton, curling, swimming, and camping. The traditional secondary school team sports are also included.

Because 1976 is Olympic Year in Canada, the elementary and secondary schools of Ontario were asked to use the Olympics as a theme in various areas of the curriculum. As part of the program, the Ministry produced an Olympic kit consisting of colour slides, an audiotape, and printed materials, which was sent to all school boards in Ontario for distribution to their schools. A special section of the kit was devoted to the Olympic events to be held at Kingston, Ontario.

Also as part of the program, each school in Ontario received for its library two copies of the book *Canada's Sporting Heroes*. The book records the achievements of Canadian athletes, many of whom are relatively unknown in Canada.

The Ministry continued its support of the metric conversion program by making special metric conversion grants available to school boards. In June, in co-operation with the Council of Ministers of Education, Canada, the Ministry distributed a metric style guide to all schools in the province. The guide, for use from Kindergarten through secondary school, deals with common, everyday units through to specialized features of the International System of Units (called SI) which Canada is adopting. The book, which has federal government approval, has been accepted across Canada as the authoritative document on the correct metric style to be used in Canada's elementary and secondary schools. The cost of the book was shared by the ten provinces through the Council of Ministers of Education, Canada, and the federal government. A French-language version of the guide has also been distributed.

Two other documents of major significance were developed during the 1975-76 fiscal year. One, a curriculum statement begun in conjunction with International Women's Year, was issued in March 1976 under the title *Changing Roles in a Changing World: A Resource Guide Focusing on the Female Student*; the second, a new curriculum document on Native studies, will extend into the Primary and Junior divisions the philosophy and practices introduced in the Intermediate Division document *People of Native Ancestry*.

Circular 14

All textbooks and school supplies — except for Honour Graduation courses — are provided for students by the school boards. *Circular 14*, an annual publication of the Ministry of Education, lists textbooks that have been reviewed and approved for use in Ontario schools. When choosing a textbook for use in a subject area for which textbooks are listed in *Circular 14*, a school must select from those listed unless permission to use an unlisted book has been granted by the Minister. About 93 per cent of the books listed in *Circular 14* for 1975 are of Canadian authorship and manufacture.

Canadian Learning Materials Development Fund

The Canadian Learning Materials Development Fund has been established to ensure that needed materials are developed and made available to schools, and to assist publishers and producers in educational areas where the size of the market makes independent activity unattractive.

The fund has two phases: (1) the Book Purchase Plan, under which copies of books listed for the first time in *Circular 14* are made available to schools, and (2) the Learning Materials Development Plan, under which the Ministry enters into agreement with publishers, non-profit educational organizations, and school boards to develop and produce needed learning materials. Approximately 60 such agreements were made in the first year of the plan's operation.

Early School-Leaving Program

The Early School-Leaving Program was introduced during the past year. The program permits certain 14- and 15-year-old students, who have been deemed not to be benefiting from the regular school program, to be excused from attendance on condition that the program prescribed for them by the board's early school-leaving committee is followed. The committee is composed of board trustees, supervisory officers, and representatives from the community. Students involved in the program remain under the jurisdiction of the school until they are sixteen years of age, even if they are involved in an out-of-school program on a full-time basis.

Special Education

The Special Education Branch assists school board officials, through regional office personnel, in the development of programs and services for exceptional students. Besides the team in the central office in Toronto, the Ministry has Special Education specialists in the regional offices who work directly with school boards.

The branch also serves as a Ministry resource to provincial agencies and parent or professional organizations concerned with exceptional children and youth. Similarly, Special Education officers in the regional offices assist local organizations and institutions concerned with the education of exceptional children.

The staff participates in workshops dealing with the education of exceptional students, in educational and interdisciplinary committees working toward the improvement of services for exceptional children, in discussions regarding exceptional students in secondary schools, and in professional development summer and winter courses leading to teacher certification in Special Education.

Regional office staff, with assistance from staff in the central office, frequently assist the families of exceptional children in locating a suitable educational placement and program. This is an important aspect of the work of the Special Education Branch.

On July 1, 1975, the Minister was assigned the responsibility of co-ordinating all facets of government policy concerning programs and services for emotionally disturbed children and youth.

To assist with this task, the Council for Emotionally Disturbed Children and Youth, composed of an interministerial co-ordinating council, was established on September 1, 1975. It has representation at the senior staff level from the Ministries of Education, of Health, of Community and Social Services, the Attorney General's Office, the Ministries of Correctional Services, of Colleges and Universities, and the Social Development Secretariat. A co-ordinating staff has been assembled, with a full-time chairman from the Ministry of Education.

The initial activities of the Council include the development of a system of data collection applicable to all the services provided for disturbed children under existing government legislation; a review of current programs to highlight trends, gaps, and duplication in service delivery and the establishment of a research and development program.

Schools for the Blind and the Deaf

The Ontario Schools for the Blind and the Deaf were joined with the Developmental Centres Schools for administrative purposes to form the Special Schools Section of the Special Education Branch in July 1975. This section now operates the four Ministry schools for the blind and the deaf, the Teacher Education Centre at Belleville, and the Developmental Centres Schools providing educational programs in the 12 centres operated by the Ministries of Health and of Community and Social Services.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has an enrolment of 206 students. The fundamental aim of the school's program is to prepare blind students to live independently in a normal environment. The curriculum follows the general program developed for all students in the province and offers a full range of courses from *H.S.I.* A teacher-training program for teachers of the blind is conducted at the W. Ross Macdonald School.

A continuous "life skills" program is designed to train students to function in a normal environment. Another program concentrates on integrating blind students into the community. Under this program, a number of senior students resided in boarding homes in the Brantford community for the entire school year. To maintain the student's place as a functioning member of his family and community, the duration and frequency of trips home have been increased. Students from Northern Ontario now have the opportunity to fly home at least once a month for extended weekends.

Through workshops, seminars, special courses, and efforts to increase the availability of special learning materials, the W. Ross Macdonald School is expanding its role as the provincial centre for the visually handicapped.

The Ministry operates three schools for the hearing handicapped — the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Roberts School in London. All three are Regional Centres for the Hearing Handicapped and provide a broad range of resource services for hearing-impaired children in their region, including audio-logical assessments, visits to the homes of pre-school children, and educational consultation for local programs.

The Roberts School in London has a capacity of 250 students, of whom 200 can be accommodated in residence. The current enrolment is 137 residential and 55 day pupils. The Roberts School now offers a complete range of educational programs.

With an enrolment of 164 residential and 215 day pupils, the Ernest C. Drury School in Milton continues to offer a full range of academic and vocational

courses. Through special transportation arrangements with local boards, all pupils from the Milton School return to their homes each weekend.

The Sir James Whitney School in Belleville celebrated its 105th birthday and continued to provide a leadership role in the education of hearing-impaired children and youth in Ontario. The school's enrolment stands at 370 pupils, some of whom are in special programs for the emotionally disturbed deaf and the aphasic.

All three schools for the deaf encourage the integration of hearing-impaired youth into local school programs. Thirteen pupils from the Robarts School, 14 from the Ernest C. Drury School, and 25 from the Sir James Whitney School are taking classes in local schools in London, Milton, and Belleville, respectively. In addition, these schools are encouraging boards of education to set up local programs for hearing-impaired children whenever practical.

Final reports were received from three Ministry-sponsored research studies relating to current issues in the education of the hearing impaired. The studies are: *The Integration of Hearing-Impaired Children in Regular Classrooms*; *Ontario's Pre-school and School-aged Deaf*; and *Variables Affecting Effectiveness of Visible English in Classrooms in Provincial Schools for the Deaf*. School and Ministry officials are studying the reports and will consider each report's recommendations.

The Teacher Education Centre in Belleville provides a one-year training program for new teachers of the deaf. Thirty-five teachers graduated from the program in June 1975, and 19 others enrolled in September 1975. For the first time in the centre's history, the graduates included two hearing-impaired persons. Of the two deaf graduates, one is teaching at the Robarts School in London, the other at the Sir James Whitney School in Belleville.

Educational programs for the hearing impaired in Ontario continue to grow and develop under the Ministry's direction.

Developmental Centres Schools

The Ministry administers and supervises the educational programs in 12 centres maintained by the Ministries of Health and of Community and Social Services. The students in these schools are mainly developmentally handicapped or emotionally disturbed. Some are multiply handicapped. The total enrolment for these schools at present is approximately 1450.

Although the 12 Developmental Centres vary considerably in their specific programs, they have one common goal — to help their students learn to function as members of the community.

In addition to providing job training for its students, the Adult Occupational Centre at Edgar has an important "life skills" program to prepare these young adults for living and working in the community and for dealing with the day-to-day problems they will encounter there. This school has an enrolment of 100 students.

The school at Surrey Place Centre in Toronto provides support services for its students while they attend regular schools in the community. Highly qualified liaison teachers provide assistance to 15 school boards in the Toronto area in determining and arranging suitable placement for exceptional children. During the past year the staff of the Surrey Place Centre has been using an evaluation survey developed in 1974 for use in classroom observation and programming for pre-academic and non-academic pupils.

At CPRI a staff of nine liaison teachers provide a similar type of service for 36 school boards in South-western Ontario.

Regular evaluation of the progress of pupils in these special schools is essential, as assessment is fundamental to the process of integrating the individual into the normal life of the community. Since these schools are operated on a partnership basis with other ministries, case reviews are a co-operative effort. The prime concern is to place the pupil in a school in his/her own community as soon as it is agreed that he/she is physically, emotionally, and mentally able to adjust to that setting.

An important first step in preparing for such a move is participation in social and recreational activities within the school and then in the community in which the school is located.

Almost all schools have outdoor education and camping programs. All schools arrange special trips to nearby places of general and educational interest. Socialization and functional skills are developed by these activities. The academic program is designed to enable the student to become an active member of his/her community. Courses designed to develop communication skills, motor skills, and living skills are part of every program.

The degree of community integration possible for the individual student depends on the type and degree of learning problem. Some children are so severely handicapped by mental retardation that they cannot be placed in a local school and, in some circumstances, are unlikely to return to their home communities. On the other hand, two of the schools for emotionally disturbed pupils offer a full secondary school program.

Many children with retardation problems also have hearing, sight, or orthopedic problems, and frequently emotional problems as well. A number of the Developmental Centres schools have teachers who are specially trained to work with these multiply handicapped students.

A trial program using Bliss Communication techniques is being carried out in six of the schools. For non-verbal children, including the retarded, many of them physically handicapped, the technique is proving reasonably successful. The availability of a method of communication has also alleviated some behaviour problems where frustration has been a factor. Three additional schools — Rideau, Southwestern, and Prince Edward Heights — started to use the system in September.

All teachers in the schools operated by the Ministry of Education require special training to understand and overcome the learning difficulties of their students. Professional development is a continuing process, and the search for new and more effective methodology never ceases. The school staffs offer workshops for other teachers. During the 1975-76 fiscal year, more than 300 teachers attended professional development workshops at the Thistletown Regional Centre. Staff teams from the Centre conducted seminars at conferences, including the Council for Exceptional Children. The staffs at CPRI and at Northwestern Regional Centre are assuming leadership in in-service training in their respective localities.

During the past year the staffs of the Developmental Centre schools have produced the first drafts of a series of curriculum outlines for teachers of the developmentally handicapped. The four outlines were completed under the following headings: Educational and Vocational Development, Socialization and Self-Care Skills, Communication, and Physical and Motor Development. After a few months of study and use, new committees of teachers will be formed to make revisions.

The staffs at Thistletown and Kingston are working on outlines for teachers of emotionally disturbed children and adolescents, while the teachers at the Adult Occupational Centre are producing outlines for the age and ability levels of their students.

In addition to the programs mentioned above, the work of the Developmental Centres included the following innovative programs:

a) At the Northwestern Regional Centre, programs were established for severely and profoundly retarded children who, over a number of years of institutionalization, have developed severe autisms. These children were treated by means of the autism reversal techniques developed by Foxx, Azrin, and Kaplan.

b) The Thistletown school assumed responsibility for educational assessment and liaison in Phase I of a Ministry of Health-sponsored four-phase program which is based on the 1970 paper *Treating the Untreatable Adolescent*. The goal is to make provision for youth who have consistently failed to benefit from existing treatment programs. This expansion of services has occurred concurrently with the assumption of responsibility for educational liaison services to Simcoe, Muskoka, and Victoria counties.

c) Both Thistletown and CPRI are using volunteer assistance with success. These volunteer involvements assist greatly in making these schools true community schools.

d) The Thistletown school is being used for the practicum portion of the Special Education program of the Ontario Teacher Education College, Toronto campus.

e) At CPRI two liaison teachers have been assigned to assessment teams assessing pre-school children who will be attending federal government schools located on Indian reservations. One liaison teacher works with a team from the institution which, by special request, is assessing children who are prospective pupils of the London Board of Education's classes for the trainable mentally retarded.

During 1975, the Ministry's Special Education Branch produced these two publications: *Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre*, and *So You Want to Teach Exceptional Students*.

Correspondence Courses

The Ministry provides correspondence courses to Ontario residents free of charge, at both the elementary and secondary levels. All courses have the same credit value as those offered by Ontario elementary and secondary schools.

Each year the Ministry of Education issues a publication detailing the courses available through correspondence. The secondary school correspondence courses program is an extensive one, comprising 120 courses in the five years of the secondary school program. Students enrolled in these courses are charged only for Year 5 textbooks.

Both adult and school-age students, with varying backgrounds and objectives, take advantage of this opportunity: mature students who wish to further their education, complete secondary school, gain admission to university, college, or training courses, or earn promotion in their employment; persons who wish to study subjects related to their interests, hobbies, or employment; secondary school students who

wish to supplement their school programs; students temporarily absent from the province who wish to maintain continuity in their education; students who are unable to attend school for medical reasons or because of distance from school.

At present, about 500 students are enrolled in correspondence courses at the elementary level and over 57 000 at the secondary level. A permanent staff of approximately 120 is required to maintain the correspondence courses program, in addition to some 750 teachers working on a fee basis, marking assignments and advising students on their progress.

French-Language Education

The Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

Legislation permits a school board to establish classes or entire schools for the provision of French-language education. It *requires* a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1975, the Province of Ontario had 305 elementary schools and 24 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 38 secondary schools offering part of the curriculum in the French language. Enrolment in French-language instruction programs for the 1975-76 school year totalled nearly 80 182 at the elementary level and over 30 906 at the secondary level.

Teacher Education

The Teacher Education and Certification Branch of the Ministry of Education is responsible for establishing the standards required for teacher certification and for operating the programs of the Ontario Teacher Education College.

The basic program of the Ontario Teacher Education College is structured around a group of student teachers and a master teacher. The master teacher counsels and supervises the practice teaching of his/her students and does some of the teaching in the foundation and curriculum parts of the program. The practicum, however, is the primary focus of the year.

Scheduling in the foundation and curriculum areas affords the student time for research, expansion of lectures, seminars, and counselling. This is based on the assumption that the student is a mature adult who will take responsibility for pursuing assignments in depth and for attending the lectures, discussion sessions, and seminars offered.

Supplementary certificate programs are offered in the areas of Primary Methods, oral French, Special Music, Special Education, teaching English as a second language, and library training.

A program has been initiated to follow up graduates of the college and to give assistance to first-year teachers.

The Teacher Education and Certification Branch also acts as liaison between the Ministry of Education and the faculties of education at Ontario universities to ensure that their programs meet Ministry requirements for certification.

During the 1975-76 school year, 506 students were enrolled at the Hamilton campus and 1037 at the Toronto campus of the Ontario Teacher Education College. An additional 1820 took the elementary teacher-training courses offered by the various faculties of education at Ontario universities. Nearly 444 students, of whom 84 did not indicate a choice of program, were enrolled in combined undergraduate and teacher-training programs, making a total of more than 3740 students preparing to become elementary school teachers in Ontario. Another 3962 students were enrolled in secondary school teacher-training programs at the faculties of education; 1143 of these were taking optional courses that would prepare them for elementary teaching as well.

During the summer of 1975, 82 candidates were awarded the Elementary School Teacher's Certificate upon successful completion of a two-part summer program for teachers of Native people. The program was given at the Hamilton campus of the Ontario Teacher Education College. While some of these newly qualified teachers have decided to postpone their entry into the teaching profession in order to attend university, the majority are currently employed in elementary schools that have a significant Native enrolment.

In May 1975, the Ministry entered into an agreement with the Council of Ontario Universities concerning reviews of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, or college of education every five years. The reviews are conducted by a team with representation from the Ministry, the Ontario Teachers' Federation, the university concerned, the local regional education council, and the Council of Ontario Universities. The purpose of the reviews is to gather information and insights valuable to both parties as they work together to improve the quality of Ontario teacher education programs. During the school year 1975-76, the teacher education program at the University of Windsor and the French-language program at the University of Ottawa were reviewed.

Vocational and Occupational Teachers

As a result of growing concern regarding the supply of teachers of vocational and occupational programs, the Ministry established a committee to study all aspects of vocational, occupational, and industrial arts certification, and a second committee to examine the possibility of developing internship programs and other alternate routes for training potential teachers of these subjects.

The reports of these committees are currently under study by the Ministry.

Northern Corps

The Northern Corps was established in 1966 by the Ministry of Education to provide qualified teachers for isolated schools in Northern Ontario. Most of the Northern Corps schools are close to railway services, and a few of them can be reached by road; some of them, however, are only accessible by aircraft or snowmobile at certain times of the year. Supervision and curriculum services are provided by the Thunder Bay, Sudbury, or North Bay regional offices of the Ministry, depending on the location of the school. Two-way communication is available by radio or telephone.

Schools designated as Northern Corps schools are financed by the Ministry of Education. The teachers are hired by the Ministry, and the local community participates more in an advisory capacity than in an administrative one. The schools provide a basic Grade 1-8 education. Students must board at a larger centre to continue their secondary education.

There are 17 schools designated as Northern Corps schools in Ontario; six of them are one-room schools, nine are two-room schools, one is a four-room school, and one is a five-room school. The total student population is approximately 640.

Ministry of Education involvement with teachers, parents, and students of Northern Corps schools is intended to help equalize the educational opportunities available to students in isolated areas.

Regional Professional Development Plan

The school year 1975-76 was the first full year of operation of the Regional Professional Development Plan. The plan operates through regional committees, one in each region, composed of personnel from the Ontario Teachers' Federation, the Ministry's regional offices, the field offices of the Ontario Institute for Studies in Education, and other educational organizations. The committees are charged with the task of stimulating "grassroots" activities in professional development among the teachers of Ontario. In addition to the funds needed for development activities, each regional professional development committee was supplied with copies of the *Directory of Education Resources*, which outlines the resources available from the Ontario Institute for Studies in

Education, the Ontario Teachers' Federation, the Ministry of Education, and the Ontario Education Communications Authority.

Continuous evaluation of the Regional Professional Development Plan indicates that the plan has been extremely well received by the educational community and that it meets important professional development needs, most notably the need for updating teaching techniques and methods of classroom organization.

Educational Records

On May 1, 1975, the Education Records Branch and the Management Information Systems Group of the Education Data Processing Branch were combined to form the Information Systems and Records Branch.

The amalgamation was designed to improve the delivery of services to school board personnel, teachers, students, and the public, and should result in improved co-ordination in the collection of education-related data.

During the 1975-76 school year, 11 097 evaluations of foreign educational documents were processed on behalf of immigrants seeking employment and students applying for admission to the provincial school system. This represents an increase of 682 over last year's total of 10 415.

The branch issued 5464 initial basic teaching certificates to enable holders to teach in the Ontario school system. An additional 9457 certificates in special subjects were issued to holders of basic teaching certificates.

The branch also processed 5695 teacher applications to Ministry-sponsored summer courses.

Of the 5700 applications received for Letters of Standing between September 1, 1974, and August 31, 1975, 1550 were issued to candidates who qualified.

In 1975, 94 255 students were awarded the Secondary School Graduation Diploma, an increase of 2400 over the previous year. During the same period, 40 860 students qualified for the Secondary School Honour Graduation Diploma. Of these, almost 23 per cent (9366) received the Ontario Scholarship Award, indicating that they had attained an average of 80% or better in six Honour Graduation credits.

Additional measures were taken to improve the efficiency of student registration and mark-gathering processes for Year 5. In June and July, Year 5 final marks were processed on behalf of 74 337 students enrolled in one or more subjects.

The implementation of a recently developed course-coding system proved to be of great assistance in identifying specific subjects taken by students at this level.

The Ontario Secondary School Bursary Program was taken over by the branch from the Ministry of Colleges and Universities. The program provides bursaries of \$100 to needy students enrolled in a Year 4 or Year 5 secondary school course. Approximately 700 students qualified for the bursary during the 1975-76 school year.

Computer Services

The Student Guidance Information Service (SGIS)
One of the most useful computer systems developed by the Ministry is of direct value to the individual student in planning his/her future education and career.

The data bank of the Student Guidance Information Service contains a wide range of information, including (1) descriptions of close to 7000 careers available in Canada; (2) listings of program and course requirements for more than 815 occupations; and (3) outlines of programs and courses at 141 post-secondary institutions in Canada. The student who has a very specific career in mind can find out not only where he/she can get the training needed but also what prerequisites are required for such training. The student who has a clear idea of the *kind* of work he/she would like to do but only a vague idea of the opportunities available (e.g., "I like working outdoors and with people, and in a field related to engineering. What can I do?") is supplied with a list of possible careers for further investigation. A student is kept up to date automatically during the school year on changes in a particular course at a particular college or university. He/she may request detailed information concerning fees, admission requirements, accommodation, special facilities, financial aid, etc., at a specific faculty and institution.

The Student Guidance Information Service is already used by almost 275 secondary schools in the province, which means that its store of information is available to about 90 000 students. The Ministry of Community and Social Services and the Canadian International Development Agency have also acquired access to the system. Generally, the school or board uses a mail-in method: a student fills in one or more request forms asking for the information he/she wants; these forms are processed in Toronto and the student receives a reply printed on notebook-size paper.

The Student Guidance Information Service is designed to relieve guidance counsellors of routine information-gathering duties so that they may spend more time with individual students, helping them to review the information they have obtained from the system and to define long-term career goals and immediate educational needs.

Student Scheduling System

During the 1975-76 school year more than 230 schools in the province used the student scheduling system operated by the Ministry's Education Data Processing Branch.

The system provides various reports used by schools, including master lists of students' course requests and timetables for students, teachers, and classrooms.

Student Instructional Service

Approximately 2000 students during the past academic year submitted computer programs to be "compiled" and tested. The Student Instructional Service assisted students and teachers in subjects such as Computer Science, Mathematics, Economics, Marketing, and related business subjects.

Integrated School Service

Designed to provide comprehensive, computer-assisted student administration and mark-reporting, this system offers secondary schools modern, efficient production of report cards, Student Achievement Forms, Ontario Student Record cards, student mark summaries, honour rolls, failure lists, department head checklists, home class lists, etc. Integrated School Service is an invaluable tool for school administrators. It is used by over 150 secondary schools in Ontario.

Other Computer Services

The Ministry and boards are provided with financial, administrative, payroll, and personnel systems. These services are provided to school boards on a cost-recovery basis.

Educational Research

Last year the Ministry gave a total of \$741 500 in grants for educational research. The amount was divided among 30 independent research projects selected from the 93 submissions made to the Ministry's Planning and Research Branch. Thirteen of the recipients were on the staff of an Ontario university, ten were on the staff of the Ontario Institute for Studies in Education, and seven were independent researchers temporarily employed by school boards.

Ministry enrolment projections indicated that Ontario's secondary school enrolment will decrease by more than 100 000 in the next ten years. Results of the projections were sent to school board officials across the province to assist them with long-range planning.

The projection indicated that secondary school enrolment peaked in 1974 and will continue to decline over the next decade, reaching a low of 479 526 in 1984. At the elementary level, the projections indicated that enrolment, which began to drop a few

years ago, will decrease by another 100 000 over the next four years, settling at a low of 1 303 884 in 1980. The projections estimate that elementary enrolment will increase by about 55 000 students between 1980 and 1984.

Enrolment in Ontario's elementary and secondary schools has been dropping steadily since the 1971-72 school year when it reached an all-time peak of 2 031 360.

Communication Services

The Ministry, through a multi-faceted communication program, provides all members of the educational community, teachers, trustees, parents, and students, with information on the province's educational system.

The Education and You program was given major emphasis during the past year. The program consists of "fact sheets" that provide the people of Ontario with concise information on a wide variety of educational topics and programs.

More than 1 000 000 fact sheets were distributed during the year. They were distributed through more than 670 retail food stores and the province's liquor stores, as well as through the Ministry's regional offices and the province's community information and Canada Manpower centres. The fact sheets cover topics of relevance to the entire community, such as night school, metric conversion in the schools, and Ministry correspondence courses. Twelve titles, representing 12 different topics, have been published to date.

The Ministry also staged more than 40 exhibits during the year at educational conferences across the province.

Dimensions, the Ministry publication distributed to teachers, trustees, and home and school association executives, continued to explain Ministry programs and policies and to feature articles of interest to the educational community. *Dimensions* was published eight times during the year.

More than 14 000 telephone and written enquiries were handled during the past year.

The Ministry's Communication Services Branch also provided editing, design, layout, and printing co-ordination services for all Ministry branches. A total of 298 documents were produced by the branch during the year.

Ontario Student Leadership Centre

The Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, took on a new and expanded role during the summer of 1975. Formerly known as the Ontario Athletic Leadership Camp, the centre has until recently been the reserve of students who excelled in physical education. However, during the summer of 1975, 215 music students from across Ontario participated in a two-week seminar at the camp. The students worked in both indoor and outdoor settings, with ensembles and full orchestras playing in two new studios which were built at the camp.

The centre was also host to 275 student council presidents who took part in special programs. Including participation in the athletic leadership programs, a total of 1500 secondary school students took advantage of the centre's programs in 1975.

All programs are staffed by school board and Ministry personnel. The average staff-student ratio is 12-1. Students attending Ministry programs at the camp pay a total of \$25.

In addition to the Ministry programs, 23 youth and adult groups made use of the centre's facilities during May, June, September, and October to conduct various types of programs ranging from sports clinics for teachers and coaches to student leadership courses offered by individual schools. More than 1904 people were accommodated during this period.

Summer Employment Programs for Students

As part of Experience '75, the Ontario government's summer employment program for students, the Ministry of Education conducted co-operative programs with 82 Ontario school boards.

More than 850 students were employed in 152 projects across the province. In addition to providing a meaningful experience for the students, each project made a worthwhile contribution to the community.

Teacher Exchange Programs

In the 1975-76 school year, 40 Ontario teachers travelled to Great Britain and 4 to the United States under a teacher exchange program undertaken by the Canadian Education Association and the Commonwealth League for Educational Exchange. The program is conducted every year, and over 100 applications were received during October and November for participation in the 1976-77 program.

Six Ontario teachers were on exchange to the State of Victoria, Australia, from January 1975 to December 1975. An additional 13 exchanges were arranged with the State of Victoria, Australia, for the 1976 calendar year. The candidates were selected from over 100 applications received in the spring of 1975.

During 1975 negotiations were completed for a series of exchanges between Ontario and four other states in Australia—New South Wales, Western Australia, Canberra and the Territories, and South Australia. The program is to begin in January 1977.

Exchange agreements were also reached with France's Ministry of Education. Twelve Ontario teachers will be travelling to France under the new program in the fall of 1976.

Ontario Young Travellers (Visites Ontariennes)

Toronto has a tremendous concentration of educational and cultural resources (e.g., the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place), many of which are unavailable in other provincial centres. But while a visit to Toronto can be a valuable experience for any student, it can also be an expensive one for those who live at a great distance from the city. The Ontario Young Travellers program was designed to provide financial assistance for Grade 7 and 8 students from Northern Ontario who wish to visit the provincial capital as part of their educational experience. The school must provide evidence that the visit is integrated with the school curriculum and provide assurance of adequate adult supervision.

The Ministry of Education provides 90 per cent of the transportation costs from the school location to the provincial capital; the cost of meals and accommodation is the responsibility of the school. The Ministry also helps to arrange accommodation and to plan the visit if requested to do so.

About 7000 students visited Toronto under the program during the 1975-76 fiscal year.

Interprovincial Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual university students attending university in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 151 students at 12 Ontario universities are being paid \$3000 each to act as monitors in the schools of 27 Ontario jurisdictions. The students usually work with small conversation groups.

Of the 151 students involved in the program, 140 are French-speaking university students from Saskatchewan, Manitoba, Quebec, New Brunswick, and

Newfoundland who are working with English-speaking students studying French as a second language. Eleven of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

Project Canada

This national program involving the twinning of Ontario elementary and secondary school classrooms with their counterparts in other provinces and the Northern Territories continues to offer students valuable insights into the multicultural character of the Canadian people and to promote national understanding and awareness through the exchange of correspondence and classroom projects.

Project School-to-School

In response to requests received from teachers, the school-twinning program known as Project School-to-School has been reactivated. From 1968 to 1972, the program allowed Ontario schools to be twinned with schools in any one of 17 Commonwealth Caribbean states; currently the program is restricted to the ten smaller states in the Eastern Caribbean, for reasons of economy. This cross-cultural program has done much to promote co-operation and understanding between different racial groups.

Project School Supplies

Launched in 1966, this unfunded ad hoc education assistance program has done much to enhance the quality of education in West Indian schools through its substantial contribution in equipment and supplies. Many schools are presently completely equipped with furniture and books donated by Ontario school boards.

Young Voyageur Program

In order to give Canadian secondary school students an opportunity to meet and gain a better understanding of other Canadians and to learn something about the way of life in another part of the country, the federal and provincial governments co-operate on a program of interprovincial visits. The federal government, through the Department of the Secretary of State, pays the cost of travel and assists the provinces with other expenses.

The program is in operation during July and August, and the students travel in groups of 20 accompanied by teacher escorts. Each group spends two days in Ottawa and a week in the community they have arranged to visit. Here the program of the visit is arranged by local teachers, and the visitors are billeted in private homes. Because they are usually placed in homes where there are young people of about the same age, the students have an opportunity to discuss matters of common interest with their peers.

During the summer of 1975, about 850 Ontario secondary school students from 14 to 16 years of age participated in the Young Voyageur Program and visited other provinces and the Northern Territories of Canada. A similar number of students from other parts of Canada visited Ontario.

Educational Exchange Program

The Educational Exchange Program provides financial assistance for groups of students and organizations wishing to undertake reciprocal exchange projects and activities with students and groups in other provinces or other countries.

One exchange project that has become an annual affair is the *Connaissance de l'Ontario/Connaissance de la France*. Under this program 24 young people from Ontario spend three weeks getting to know the people and the country of France, and 24 youths from France are offered similar experiences in Ontario. This project is carried out with the co-operation of the French Embassy.

Ontario-Quebec Exchanges

A teacher-exchange project involving three teachers of French or English as a second language is currently being conducted by the two provinces. The Ministry anticipates that the number of participants will increase for the 1976-77 school year and, for the first time, will include Francophone teachers from French instructional units.

Ontario-France Exchange

Ontario and France agreed to a new teacher exchange program in 1975. Eight Ontario teachers of French as a second language will exchange teaching posts with eight teachers of English as a second language in France, and four Ontario elementary school teachers whose first language is French will exchange teaching posts with the same number of elementary school teachers in France.

Professional Educator Exchange Program

Eighteen exchanges of personnel between the Ministry of Education and local school authorities were agreed upon for the 1975-76 school year. The exchanges are intended to provide opportunities for continued professional development and an interchange of ideas at the supervisory level.

The Ministry arranged study tours and informal meetings for visiting education officials who wished to see the Ontario educational system and speak with representatives of the system at the various levels. During the past year there were official delegations from the Soviet Union, Sweden, Japan, the United Kingdom, Saudi Arabia, Venezuela, and Mexico, as well as Australia, New Zealand, Sri Lanka, Malaysia, South Africa, Kenya, Nigeria, the Bahamas, U.S.A., Scotland, and France.

Energy Conservation Project

The preliminary findings of an energy conservation project involving two Cambridge schools were received in January. The project involves two public schools of similar size and construction, built in the same year (1967) and equipped with similar mechanical systems. One of them, Ryerson Public School, was reinsulated last fall and its windows were doubleglazed. No renovations were made to the other school, Alison Park Junior Public School.

Both schools were especially equipped for the program and are being electronically monitored 24 hours a day. The results of the testing are being analysed by a team of specialists from the Ontario Research Foundation in conjunction with the Waterloo Board of Education and Ministry staff. Absenteeism at the school will also be monitored as part of the program.

Preliminary results show that the consumption of fuel oil dropped dramatically at Ryerson compared to Alison Park. The building is also more comfortable than its counterpart.

When final results are compiled, they will provide school boards with valuable information regarding the effectiveness of insulating older buildings and equipping new ones with additional insulation. The added insulation should also result in a cooler building during the hot summer months.

To assist boards with energy conservation, the Ministry issued a booklet that outlines a wide variety of energy conservation tips that can be used in new school construction, in making renovations to existing schools, and in the day-to-day operation of schools. The booklet includes suggestions on heating, lighting, use of water, and decorating.

International Women's Year and Affirmative Action, 1975-76

The Ministry undertook a number of affirmative action steps to mark International Women's Year and to further its policy of equal opportunity. The projects were designed to open career development opportunities for women in the Ministry and the school systems, and to help female students become more aware of the range of opportunities open to them.

These steps included the production of publications dealing with the guidance and counselling needs of female students, workshops for teachers and counsellors to assist them in dealing more effectively with both male and female students, and the distribution of guidance materials to schools.

The Ministry also funded the Ontario Status of Women Council's publication *About Face: Toward a Positive Image of Women in Textbooks*. Textbooks submitted for inclusion in *Circular 14* were evaluated for sex bias, as was information provided by the Student Guidance Information Service. The Ministry sponsored a one-day conference for Ontario educators involved in the development of courses or units of study related to women's studies.

School boards were urged to encourage women within the teaching profession to prepare and apply for supervisory and administrative positions, to establish and make known the criteria by which appointments are made, and to undertake the formulation of an affirmative action plan within their own jurisdictions.

Community School Development Grant

Through the newly initiated Community School Development Grant, the Ministry of Education approved, and financially supported, 232 projects submitted by school boards. The grant program, to which a sum of \$500 000 has been allocated this year, is intended to increase interaction and improve communication between individual schools and the communities they serve.

In August, a ten-member advisory committee on community schools was appointed. The committee, composed of parents, teachers, school trustees, and a student, will advise the Ministry on community school programs and monitor the effectiveness of the Ministry's community school policies. The appointment of the committee is in keeping with the Ministry's policy of encouraging community use of school facilities for educational and recreational purposes, as well as for the provision of social services for all age groups in the community.

Bill 100

In July the Legislature passed Bill 100, a bill governing salary negotiation procedures between school boards and teachers. The bill, which gave the teachers the right to strike, set out a step-by-step procedure for negotiation as well as detailed and optional routes to the resolution of impasses, including fact-finding, mediation, voluntary binding arbitration, and final offer selection.

The bill also established the Education Relations Commission, a body of five whose task is to administer the provisions of the bill. Mr. Owen Shime, a Toronto lawyer and noted labour relations specialist, was appointed Commission Chairman. Professor Harry Arthurs, Dean of Osgoode Hall Law School, was appointed vice-chairman. Other members of the commission are: Dr. Lita-Rose Betcherman, former director of the Women's Bureau, Ontario Ministry of Labour; John C. Ronson, Organization Development Manager for the Steel Company of Canada; and Miss Gabrielle Levasseur of Ottawa, former secretary-treasurer of the Association des Enseignants Franco-Ontariens.

The Commission's duties include: assisting school boards and teacher groups in negotiations; providing mediators, fact finders, and arbitrators to assist in negotiations; supervising strike votes or lockouts; advising the Lieutenant-Governor in cases where, in the Commission's opinion, the strike or lockout is jeopardizing students' education.

Bill 132

The Legislature also passed Bill 132, The Provincial Schools Negotiations Act, which established a Provincial Schools Authority consisting of five members appointed by the Lieutenant-Governor-in-Council. The Authority became the employer of teachers who teach in schools operated by the Ministries of Education, Health, and Correctional Services. The teachers were previously Crown employees.

The majority of the provisions of Bill 100 were made to apply to the Authority and its teachers, so that the teachers will be able to negotiate salary and working conditions with their employer according to the same procedures and principles as other teachers in the province.

Control over total expenditures has shifted to local responsibility.

The ceilings on ordinary per pupil expenditure eligible for provincial grants were increased by 8 per cent for elementary and secondary school pupils, with an additional \$80 per pupil added at the elementary school level.

For 1976, the maximum ordinary per pupil expenditure recognized for grant purposes is \$1080 for each elementary school pupil and \$1556 for each secondary school pupil.

These basic grant-ceiling figures have been, for most boards, adjusted upwards by grant-weighting factors which give boards extra funds to compensate for unusually high costs related to such factors as Special Education, compensatory education, and sparse population.

A school board that spends beyond the grant ceilings has to raise the difference by increasing the local mill rate, thus increasing local property taxes.

The current grant program continues the provision of special grants to assist school boards with metric conversion and also provides \$500 000 for community school programs. French-language instruction grants were also increased by 8 per cent.

As in previous years, priority for capital funding has been given to cases involving new housing developments, portable school units, and fire safety and health factors.

In keeping with the government's commitment to increase housing construction, the Ministry shall make every effort to provide capital funds to accommodate pupil needs that develop as the result of Ontario Housing Action programs, Ontario Housing Corporation projects, and other housing programs.

The Supervisory Services Branch is responsible for liaison between the Ministry and private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative avenues of education are in the best interest of the students who wish to take advantage of them.

In the school year 1975-76, 316 private schools submitted their "Intention to Operate" to the Ministry of Education, as required under Section 15(1) of The Education Act, 1974. Of these 316 schools, 122 were inspected by Ministry officials.

Over the past ten years, private school enrolment at the secondary level has dropped from 7.8% to 3.9% of the total secondary enrolment. However, since 1970 private school enrolment at the elementary level has shown a slight increase, rising from 1% to 1.5% of the total population.

Role of the Regional Offices

The regional offices are the key liaison points between the Ministry and the school boards. Opportunities for direct communication between school boards and the central office are always available, but the normal route of contact is through one of the nine regional offices. The proximity of these offices to the boards of their region allows them an important measure of insight into local conditions and needs.

One means by which the regional offices maintain contact with the educational community is through the use of regional bulletins and newsletters. The Niagara Regional Office, for example, co-operates with the Ontario Institute for Studies in Education and various school boards in publishing a bimonthly news sheet entitled *Current*. The Midwestern Ontario office also works jointly with the local field office of O.I.S.E. in producing *Take 5*, which is sent out twice yearly to all board supervisory officers and schools of the region. Publications of this type provide information on curriculum and program developments, organizational changes, research activities, professional development programs, and activities of general interest.

The policy of decentralizing educational authority adopted in Ontario makes the Ministry responsible for the development of a philosophical framework and appropriate general programs for elementary and secondary education in the province, as well as for the interpretation of this philosophy and these general programs to local jurisdictions. The Ministry must also ensure that quality education and equal educational opportunities are available to all students in the province. The school boards are responsible for developing local school policy and more specific programs within the guidelines established by the Ministry and for delivering these programs to the students within their jurisdiction.

The regional offices are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions. Each regional office is headed by a director of education who is assisted by three superintendents and their professional staffs, as well as the support staffs in the offices.

Regional office Curriculum Services officers are responsible for interpreting Ministry policies, programs, and curriculum guidelines to all boards in their region, and for helping the boards and schools implement new programs. They provide assistance with program assessment, professional development, and school organization as it relates to educational programs. They examine new and innovative course submissions and consider requests for the approval of textbooks. Several curriculum development seminars were held in various regions during 1975 at which the implementation of the new Primary-Junior curriculum documents, *The Formative Years* and *Education in the Primary and Junior Divisions*, was a key topic.

The Supervisory Services officers are concerned with the continuous evaluation of the effectiveness of Ministry policies and their implementation, with the interpretation of educational legislation, and with the review of principals' evaluations and reports. They provide general liaison between school boards and the Ministry.

The Business and Finance staff handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, school bus purchases, and the implications of legislation pertaining to finances. They provide a wide range of support services designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the Business and Finance personnel in the regional offices to interpret and implement Ministry policy on financial and administrative matters to school boards within their regions.

Regional offices are giving increasing attention to the quality of educational programs within their regions and are developing various approaches to educational assessment in co-operation with school boards.

Although program delivery is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide certain specialized services for their schools. In these areas, the Ministry's regional offices, as part of the Ministry's policy of ensuring equality of educational opportunity for all students, provide various field services, including the services of subject specialists.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has a community education officer whose function is to work with boards in developing plans for the fuller use of school facilities by the community.

Six of the nine regional offices have French-language education experts and support staff to work with the French-language schools in their regions; the other three regions use the services of the French-language personnel in adjoining regions.

In many areas of the province where French-language enrolment does not warrant the appointment of a French-language supervisory officer to the school board, boards arrange to secure the services of the French-language personnel in their regional office.

Ministerial Committees and Task Forces

Committee on the Costs of Education

In August the Committee, under the chairmanship of T.A. McEwan, issued its Interim Report Number 7. The 391-page report dealt with the financing of education in Ontario elementary and secondary schools.

Committee on the Study of Differences Between Elementary and Secondary School Ceilings

This committee, composed of representatives of both the Ontario Teachers' Federation and the Ministry, reported to the Minister in June and recommended that the differential between the elementary and secondary ceilings be reduced. Subsequently, additional monies were made available at the elementary level with a view to improving programs for children in their formative years.

External Evaluation Committee for the James Bay Education Centre

The final report of the committee regarding the operation of the centre at Moosonee was released in January. Copies of the report, which was issued in both English and Cree, were sent to the people of the James Bay Region, and a series of follow-up meetings was held. The results of the meetings will assist the Ministry and the Board of Governors of the centre to develop plans to meet the educational needs of the region.

The Task Force on Career Development for Support Staff

The report of the Task Force on Career Development for Support Staff was presented to the Ministry in April 1975. The report made recommendations concerning professional development, classification, employee/employer relationships, and related topics.

The Equal Opportunity Advisory Committee

In October 1975, the Equal Opportunity Advisory Committee was established to formulate and help implement an Affirmative Action Plan for the Ministry of Education. The committee was composed of men and women from various branches of the Ministry. In addition, a staff member was appointed in each branch and regional office to act as liaison with the Advisory Committee.

The Affirmative Action Plan was completed in March 1976. It focuses on three areas: the career development of Ministry employees, curriculum, and the career development of educational staff in school systems.

The Task Force on the Educational Needs of Native Peoples

The task force continued to hold meetings at various locations throughout the province during 1975-76. Native individuals, Native organizations, and Band councils presented briefs at these sessions.

The briefs were referred to the appropriate provincial ministries and federal departments for consideration.

The task force concluded its hearings in March 1976. It was anticipated that the final report would be presented to the federal and provincial governments in June 1976.

Data-Sharing Task Force

During the year the task force was actively involved in identifying the common information needs of agencies such as Statistics Canada, Ontario Teachers' Federation and affiliate organizations, and the Education Relations Commission, with a view to working out sharing arrangements. A broad range of information was made available to the agencies by the Ministry during the year.

Educational Resources Allocation System Task Force

The Educational Resources Allocation System Task Force was established to assist those involved in the operation and administration of schools in working towards more effective management of resources in the light of their immediate and long-term objectives.

In working toward this goal and developing a systematic approach to decision-making and evaluation, the task force undertook a series of pilot projects in co-operation with various school system personnel. The results of these pilot projects were outlined in the task force's final report, submitted to the Minister of Education in August 1975. This report was supplemented by three additional documents: *Systematic Decision-Making in Education: A Planning Guidebook*, *Systematic Decision-Making in Education: A Budgeting and Accounting Guidebook*, and *The Development of an Educational Resources Allocation System in Pilot Projects: An Evaluation*. The latter is an evaluation of the task force and of the potential of an educational resources allocation system within the various projects.

Publications

Partial list of publications issued during the 1975-76 fiscal year

Changing Roles in a Changing World: A Resource Guide Focusing on the Female Student

Circular 14: Textbooks, 1976

Circular 14A and Circular 14B

Classical Studies, Intermediate and Senior Divisions, 1976

Committee on the Cost of Education: Interim Report

Correspondence Courses Calendar, 1975-76

Dimensions (8 issues)

Directory of Education, 1975-76

Directory of School Boards, 1975

Directory of School Boards, 1976

Education Fact Sheets (12 titles)

Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre

Education in the Primary and Junior Divisions and Support Documents (5 titles)

Education Statistics, Ontario, 1975

Éducation physique et hygiène, cycle intermédiaire, 1976

Energy Conservation for Schools

Enrolment by Subjects and Guidelines

Étude du consommateur, cycles intermédiaire et supérieur, 1972

Final Report of the Evaluation of the Moosonee Education Centre

The Formative Years

The Olympic Games: A Philatelic Study

Olympics Program in Schools

Ontario Elementary and Secondary School Enrolment Projections, 1975-1984

Ontario Medal for Good Citizenship, 1975

OTEC Calendar, 1975-76

Physical and Health Education, Senior Division, 1975

Physical and Health Education Facilities for Secondary Schools

Policy Statement on Metrication

Professional Summer Courses for Teachers, 1975

Remembrance Day (Elementary and Secondary)

Report of the Minister of Education, 1974-75

Report of the Ministerial Committee on the Teaching of French

The Service for Co-operative Evaluation of School Systems

Towards Visual Awareness, Senior Division, 1976

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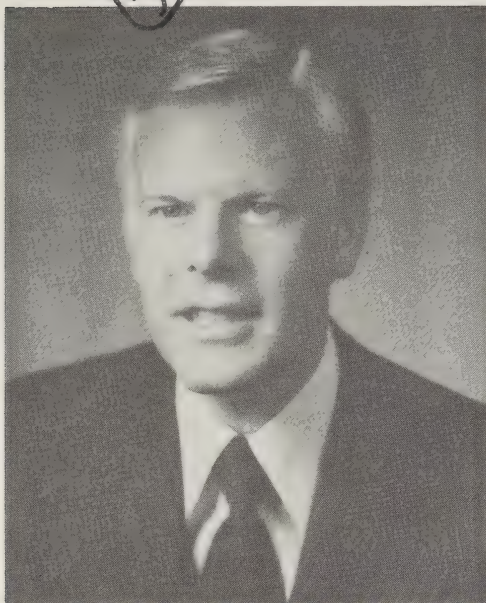
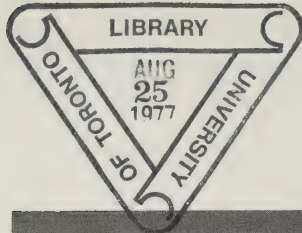


Ontario

Government
Publications

Education

**Report of the Minister of Education
for the Fiscal Year 1976-77**



The Honourable Pauline M. McGibbon
Lieutenant-Governor of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1976, and ending March 31, 1977.

This report contains the highlights of the Ministry's activities and endeavours during the year, always with reference to the following important objectives: providing appropriate programs for the students of our elementary and secondary schools, providing qualified personnel to staff these schools, maintaining satisfactory facilities, and ensuring equitable financing of the school system.

One of the year's important developments was the strengthening of the program at the secondary school level with the introduction of a mandatory core of subjects for Grade 9 and 10 students. Under the new regulations, students in their first two years of the secondary school program must take two credits in each of English and Mathematics, and one credit in each of Canadian History, Canadian Geography,

and Science. This, coupled with the two credits in English Studies that students must take in their senior years, makes a total of nine mandatory credits, or one-third of the 27 credits required for a Secondary School Graduation Diploma.

Also in response to current needs, the Ministry amplified its role in the development of curriculum at both the elementary and secondary school levels. The immediate impact will be felt in the Grade 7-to-10 range where new, more prescriptive guidelines were prepared in English, Mathematics, History, Geography, Science, Anglais, and Français.

During the year the Ministry also concerned itself with the matter of pupil testing and evaluation and the reporting of pupil progress to parents. A thirteen-member work group, composed of representatives from the Ontario Teachers' Federation, the Ontario Association of Education Administrative Officials, and the Ministry, was given the task of studying and recommending better methods in these areas.

The Ministry, through a special grant, continued its support of the metric conversion program in the schools. In the area of community school development, some 87 community school projects submitted by school boards were approved and funded through the Community School Development Grant program. In addition, the Ministry published a community school handbook entitled *Open Doors*. The book, which was distributed to schools, community groups, and other interested groups, lists a wide variety of community school programs now in operation across the province. These programs can be readily adapted or modified by other schools interested in developing a community school program.

Educational history was made in September of this year with the opening of Ontario's most northerly secondary school, Northern Lights, at Moosonee. The school, located on the former Canadian Forces radar base, serves Grade 9 and 10 students from Moosonee, Moose Factory Island, and the James Bay region. Prior to its opening, these students would have had to leave their families and journey to North Bay or Timmins to receive their secondary school education.

This report contains details of many other programs under the jurisdiction of the Ministry. Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1976*.

Respectfully submitted,

Thomas L. Wells

Minister of Education

Table of Contents

Introduction	4
Northern Lights Secondary School	5
Curriculum	5
Programs	
Circular 14	
Canadian Learning Materials Development Fund	
Services for Education	7
Special Education	
Schools for the Blind and Deaf	
Developmental Centres Schools	
Correspondence Courses	
French-Language Education	
Teacher Education	
Professional Development	
Northern Corps	
Educational Records	
Computer Services	
— The Student Guidance Information Service (SGIS)	
— Other Computer Services	
Educational Research	
Communication Services	
Special Projects	13
Ontario Student Leadership Centre	
Summer Employment Programs for Students	
Teacher Exchange Programs	
Ontario Young Travellers (Visites ontariennes)	
Interprovincial Second-Language Monitor Program	
Project Canada	
Project School-to-School	
Project School Supplies	
Educational Exchange Program	
Ontario-France Exchanges	
Energy Conservation Project	
Grants	15
Private Schools	16
Role of the Regional Offices	16
Ministerial Committees and Task Forces	17
Publications	19

Introduction

The goal of the Ministry of Education is to provide equal educational opportunity for the nearly two million students in Ontario's elementary and secondary schools. To achieve this goal, the Ministry must, and does, concern itself with every aspect of elementary and secondary school education. Working in co-operation with the publicly elected school boards, the Ministry attempts to ensure that each and every board provides a full range of educational programs.

In the area of curriculum, two major changes were announced with respect to the senior years of elementary school and the first two years of the secondary school program. A core of basic subjects, including English, mathematics, science, and either Canadian history or Canadian history and Canadian geography will become mandatory for students in grades nine and ten. The Ministry also moved to take a firmer grip on curriculum development in the basic subject areas. Special curriculum committees composed of Ministry staff and practising educators have been writing more affirmative curriculum guidelines to assist grades seven to ten teachers in developing more specific courses of study for their students.

Another major thrust of the Ministry during the year was the appointment of a thirteen-person work group to study and recommend better methods of pupil testing and evaluation and better reporting of pupil progress to parents. The work group, under the chairmanship of Mrs. Claudette Foisy-Moon of the Ontario Teacher's Federation, began its work in November.

Financially, the Ministry makes substantial grants to school boards for the day-to-day operation of the schools. The Ministry also makes grants to boards for new school construction or for additions and renovations to existing schools. Special grants have been made for metric conversion and for community school programs.

To assist the locally elected school boards in the implementation of Ministry policies and regulations, the Ministry maintains nine regional offices across the province. The regional office staff work directly with local board personnel, assisting them in their budget planning, in their planning for new or enlarged facilities, and in the interpretation and implementation of Ministry curriculum policies.

During the year, the Ministry underwent a reorganization consolidating many functions and adding new areas of responsibility to some branches. The Curriculum Development and Curriculum Services branches were combined into one unit which now deals with both the development and implementation of Ministry curriculum policies. The former Supervision and Legislation branches were also combined.

Correspondence Education, which has some 63 000 Ontario residents enrolled in courses, became a separate branch. The Planning and Research Branch was disbanded and its planning function taken over by the Budget Branch. A new Research and Evaluation Branch was created along with a new Professional Development Branch.

The Educational Exchange and Special Projects Branch was renamed "Student Activities and Special Projects", and its responsibilities were expanded to include the Student Guidance Information Systems program.

Two senior assistant deputy ministers, Mr. Frank Kinlin and Mr. Stuart Stephen, retired in 1976 after many years in the Ministry and the civil service. Mr. Robert Thomas was appointed Assistant Deputy Minister of the Program Division to replace Mr. Kinlin and Mrs. Ethel McLellan succeeded Mr. Stephen as Assistant Deputy Minister of the Administrative and Financial Services Division.

An important element in the operation of the Ministry of Education is liaison with school trustees across the province through individual trustee associations and through the Ontario School Trustees' Council. Regular meetings of the Ministry and the Council have proved to be a valuable forum for the sharing of ideas, the determination of policies, and the delineation of practices pertaining to all matters dealing with education and schools. Ministry of Education representatives on committees set up by the Council to plan regional and provincial conferences for trustees and Council nominees on various Ministry of Education committees help provide each organization with a broader understanding of the other as well as the opportunity for each to play an active role in the work of the other.

Equally important is maintaining liaison with teachers' organizations, especially the Ontario Teachers' Federation which represents all active teachers in the publicly supported schools of Ontario. Through regular meetings with the executive of the Ontario Teachers' Federation, the Ministry obtains suggestions regarding policy, legislation, and curriculum matters that affect the daily operation of our schools.

Ontario's most northern secondary school was opened for classes in September. In addition to being the province's most northerly secondary school, Northern Lights Secondary School at Moosonee is unique in many other ways. For example, it is the only school in Ontario to have its own bowling alley. It is also the only secondary school in Ontario to use canoes and helicopters, as well as the traditional school bus, as a regular means of student transportation.

Located on a former Canadian Forces radar station, the school inherited many of the base's facilities, including a gymnasium, a recreation centre, the bowling alley, a swimming pool, and a small theatre. The station's mess hall was converted to house a cafeteria, the school library and the home economics classes. The school has eight other classrooms.

The school allows the 156 grade 9 and 10 students to spend the school year with their families. Prior to the school's opening, the students would have moved south to a community such as North Bay or Timmins to receive their education, spending most of the school year apart from their families. Enrolment at the school is expected to be 200 in September 1977.

The majority of Northern Lights students are native children from Moosonee and Moose Factory Island with a few from other James Bay communities. Native teachers on the school's staff of thirteen teach the Cree language as a part of the program.

The advent of a secondary school in Moosonee brought the community its first school-bus service. During the winter the school bus shuttles back and forth across the ice on the Moose River, bringing students from Moose Factory Island. In the summer the crossing is made by boat or canoe. During the winter freeze-up and spring break-up, the Island students stay in dormitories on the former base and are air-lifted home on weekends by helicopters.

Northern Lights was officially opened February 16 by George Waldrum, Deputy Minister of Education.

Programs

The 1976-77 fiscal year involved several major changes in curriculum. As part of the Ministry reorganization of branch alignments and functions that occurred in the June-September period of 1976, a single, unified Curriculum Branch was formed to carry out most of the functions of the former Curriculum Development and Curriculum Services branches. This was the first step in a program of major curriculum improvement and increased curriculum activity.

In October 1976, a new policy for an expanded core curriculum of basic subjects was inaugurated. These compulsory subjects apply to students entering secondary school in September 1977 and consist of nine required courses, representing one-third of the minimum credit requirements for the Secondary School Graduation Diploma. The major emphasis is on grades 9 and 10, reflecting the need for a much greater amount of direction and guidance in these early years of secondary school than in the Senior Division. The following credit requirements apply to grades 9 and 10: two credits in each of English and mathematics, and one credit in each of Canadian history, Canadian Geography, and Science. Students in the Senior Division must take two further courses in English Studies.

In November 1976, a second phase in curriculum policy was announced through which the Ministry will take a firmer grip on the content of the programs in elementary and secondary schools. This will be achieved by making the Ministry's curriculum guidelines more comprehensive and of greater assistance and direction to classroom teachers. The first major impact of this policy has been included in the revisions of guidelines for the Intermediate Division in English, Mathematics, History, Geography, Science, Anglais, and Français.

The basic development of these guidelines was completed in this fiscal year, and dissemination of them was begun in the spring of 1977. This rapid and concentrated development activity reflects three significant changes in approach. All of these guidelines are more prescriptive, and descriptive, than previous guidelines, and each one is supplemented by further materials of practical assistance and direction. All were written by development teams composed of classroom teachers and subject specialists from school systems working under the leadership of Ministry officials.

While the subjects of the Intermediate Division are in the vanguard of the new curriculum development policy, there has also been a major revision of the Senior Division English guideline. This guideline, which is also being printed for distribution and implementation in the spring of 1977, reflects the Ministry's firm commitment to provide detailed direction and assistance in teaching the essential skills and abilities of language use and communication.

During the year, curriculum guidelines were developed and completed for Classical Studies, Senior Visual Arts, and Senior Music, as well as Machine Applications and Shorthand in the field of business education. The resource guides entitled *Evaluation of Student Achievement* and *Girls and Women in Society* have been distributed.

With the assistance of an Experience '76 project, the Ministry of Education and the Ministry of Culture and Recreation collaborated on the production of an extensive document – *Resource List for a Multicultural Society* – which has been widely distributed in schools and communities.

During the past two years, the Ministry of Education has taken several steps to promote the community school idea at the local level. A major step this year was the publishing of a community school handbook under the title *Open Doors*. This handbook captures the very essence of the community school idea – people working together. *Open Doors* was distributed to schools, community groups, and other interested parties.

Implementation of the *People of Native Ancestry* resource guide (*PONA I*) and the support package, *To Touch a Child*, continued through the year. Other curriculum materials in support of *PONA I* have been subsidized through the Learning Materials Development Plan and are nearing completion. Development of a *PONA II* resource guide for the Intermediate Division has been completed and is being published.

Other curriculum development activities included revisions to the following guidelines: Senior Geography, Senior Family Studies, Intermediate Physical and Health Education, Intermediate and Senior Guidance, as well as a major reorganization and revision of guidelines in occupational education and technological education. A review of Senior Division needs has led to the formulation of plans directed mainly at the sciences and business-education fields.

French-language editions of several earlier guidelines have been completed, and all guidelines produced in 1976 have been published in French. A major attempt is being made to publish all new documents simultaneously in English and French.

Reference was made earlier to the provision of curriculum materials that offer increased direct assistance to classroom teachers. This practice began early in 1976 with the publication of seven support documents to *The Formative Years* for the Primary and Junior levels. A large number of support documents under the new series title "Curriculum Ideas for Teachers" was also started. Several of these, such as "Multiculturalism in Action", "Community Study", "Discover Ontario Through the Road Map", and "From Values to Laws" are completed and will provide examples of units of study and activities to assist teachers at the Primary and Junior levels. Plans were also formulated for the development of further support materials to the new Intermediate Division curriculum guidelines.

Circular 14

Circular 14, the annual publication that lists textbooks that have been reviewed and approved for use in Ontario schools, began listing multi-media kits of a textual nature in the 1977 edition. When choosing textual materials for use in a subject area, a school must select from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister. Over 94 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

The Book Purchase Plan under which copies of books listed for the first time in *Circular 14* are made available to schools upon application, provided 467 423 copies of 234 titles to 4763 schools in Ontario during the current year.

Learning Materials Development Plan

The Learning Materials Development Plan continued to operate, ensuring that needed materials of Canadian origin are developed and made available. Approximately eighty agreements with publishers, non-profit organizations, and individuals were made to develop and produce needed learning materials in this the second year of the Plan's operation.

The Ministry provides information to Canadian publishers, media producers, and distributors on current Ministry curriculum activities and priorities through regular meetings and through the distribution of bulletins and documents. In addition, there is a well-established liaison between the Ministry and the Ontario Educational Communications Authority on the use of the Ministry grant to the O.E.C.A. for the production of school programs and such related services as videotape distribution, teachers' publications, and utilization workshops.

Special Education

Locating suitable educational placement and programming for special education students can be a confusing and frustrating experience for parents. Ministry regional- and central-office staff attempt to provide direction or guidance for parents and the Ministry considers this service one of its most important areas of responsibility.

Teacher certification in special education is achieved through professional-development courses in the summer and winter. Along with staff participation in workshops and committees, these courses provide up-to-the-moment awareness of developments in the field of education, thereby allowing us to serve better the exceptional students for whom we have assumed responsibility.

During the year our staff increased its involvement in teacher-education programs at the Ontario Teacher Education College and the faculties of education, with the goal of providing an orientation for all teachers in pre-service programs to the needs of exceptional students.

During 1976-77, the Ministry produced three publications in this area: *Trends in Special Education*, *Education for Exceptional Students in Ontario*, and *Education of Exceptional Children*. The last publication is an administration manual which was sent to all regional offices, boards of education, schools, and associations and private agencies involved in the education of exceptional children. This manual is under constant revision in order to keep it up-to-date and to introduce new policies and information.

The Interministerial Council for Troubled Children and Youth

An interministerial Council for Emotionally Disturbed Children and Youth was established in September 1975. It was originally formed to assist the Minister of Education in undertaking responsibility for the co-ordination of government policy with respect to programs and services designed to meet the needs of disturbed children. The Council has representation at the senior-staff level from the ministries of Education, Health, Community and Social Services, Attorney General, Correctional Services, Colleges and Universities, the Social Development Secretariat, and the Justice Secretariat. A co-ordinating staff has been assembled with a chairman from the Ministry of Education along with persons seconded from the participating ministries.

The activities of the Council were reviewed during the year by the Cabinet Committee for Social Development. In order to reflect more adequately the nature of the assignments being referred to the Council, the Cabinet Committee recommended that for the next year the Council report directly to the Provincial Secretary for Social Development and that its name be changed to the Interministerial Council for Troubled Children and Youth.

Schools for the Blind and Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has an enrolment of 214 braille-using students. The fundamental aim of the school's program is to prepare blind students to live independently in a normal environment through the provision of quality education which meets the needs of these pupils. The curriculum follows the general programs developed for all pupils in the province and offers a full range of courses from *H.S.I* at the secondary level. A teacher-training program for teachers of the blind and deaf-blind is provided at the school.

Comprehensive, individualized "life skills" programs are designed to train pupils to function in a normal environment. Blind students are also integrated into the community in educational and social ways. Through this program, a number of senior students resided in boarding homes in the Brantford community for the entire school year. In order for students to continue to function as members of their families and communities, weekly transportation home is provided for the majority of them. Students from northern Ontario have the opportunity to fly home at least once a month for extended weekends.

Through workshops, seminars, special courses, and efforts to increase the availability of special learning materials, such as free provision of large print textbooks to schools, the school has expanded its role as a provincial centre for the visually handicapped and has offered professional services and guidance to other provincial ministries of education on an inter-provincial, co-operative basis.

The Ministry operates three schools for the hearing handicapped – the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are Regional Resource Centres for the Hearing Handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for enrolled pupils. These services include audio-logical and psychological assessments, educational programming, consultation and support of local programs, preschool visitation and courses, and public information.

The Robarts School, with an enrolment of 138 residential and 57 day pupils, and the Ernest C. Drury School, with an enrolment of 162 residential and 211 day pupils, offer five-day-per-week residential programs, with all pupils returning home either daily or on each weekend. The Sir James Whitney School also makes provision for weekly home-going for more than half of its residential enrolment; but since it serves the distant northern areas of the province, it provides seven-day-per-week residence throughout the school year. Considerable effort is made to return these pupils home as often as feasible. The enrolment at Sir James Whitney is 277 residential and 67 day pupils.

All schools provide educational programming from kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and different problems resulting from this handicap have always necessitated smaller groupings and individualized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* to provide, wherever possible, parallel school experiences and competencies to those available to non-handicapped children. Different settings and arrangements at the three schools encompass integrated support services in classes in local schools. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial school; and programs for those who are multi-handicapped, aphasic (at Belleville only), or are emotionally disturbed. On-going liaison with adjacent health facilities, the Kingston Psychiatric Hospital, the Chedoke McMaster Family Services Centre in Hamilton, and the Children's Psychiatric Research Institute in London provides the schools with wider expertise and capability in programming for diverse and compound handicapping conditions.

Eleven graduates from the schools were accepted last year into Gallaudet College, Washington, D.C., the sole recognized university program for the deaf in the world; fourteen graduates entered other post-secondary education programs. Fifty-four graduates entered regular employment, two entered sheltered employment, and one entered custodial care.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certified teachers and selected hearing-impaired university graduates to prepare them for working in schools and classes for the hearing-handicapped. Current enrolment at the Centre includes nineteen hearing and two hearing-impaired teachers-in-training who will receive the newly created Ontario Diploma in Deaf Education upon the successful completion of their studies. Next year, enrolment at the Centre will be expanded and supported by a Ministry bursary program in an effort to provide a sufficiency of well-qualified teachers for all hearing-handicapped programs throughout the province.

Developmental Centre Schools

There are currently some 1350 students in the twelve Developmental Centre Schools who are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multiply handicapped. The prime goal of these schools is to place students in regular schools in their own communities as soon as it is agreed that they are physically, emotionally, and mentally able to accept and adjust to that setting.

These students receive regular evaluation which helps the schools' staff to assess their individual progress towards the common goal of maximum development of human potential. Case reviews are co-operative efforts between members of the staff of the ministries of Education, Health, and/or Community and Social Services involved at each location.

This year's programs included many facets that encouraged participation in social and recreational activities both in the school and in the community. In many instances, members of the community shared with the staff a keen interest in the students. For example, the management of a large and busy motel offered its indoor pool on a weekly basis for the instruction and recreation of pupils from one of the schools. The idea that these children can and should be more integrated into the community is being shared more and more by members of the community in other locations and they provide positive and encouraging support for the programs. Communication skills, motor skills, and "life skills" are part of each of these programs.

Some children are so severely handicapped that they cannot be placed in a local school, and, in some instances, are unlikely to return to their home communities. The security of the residential setting is of primary importance for these children.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multiply handicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems as well.

Special teacher-training is crucial to providing programs that give results. In 1976 teachers from the Centre Schools attended several workshops and seminars and the staffs of some of the schools are continuing with their leadership in in-service training in their respective localities.

Over one hundred pupils who were in residential programs last June have been returned to, and are being integrated into, their own communities. Pupils and staff at the Thistletown and Kingston schools are enjoying and benefiting from new facilities built for the Ministry of Community and Social Services as well as the Ministry of Health for whom the Developmental Centre Schools provide the educational programs.

Correspondence Education

Through its Correspondence Education Branch, the Ministry operates what has often been called the world's largest secondary school. More than 63 000 Ontario residents participated in the branch's secondary school program. The majority are adults seeking to upgrade their education.

Correspondence courses and services are free of charge to all students. In many courses, students are supplied with supplementary materials such as science kits or records; grade 13 students alone are required to obtain their own textbooks.

A calendar which gives information about the conditions of eligibility for enrolment, the courses, and the services of the Correspondence Education Branch is published each year and is available upon request.

The elementary school program, in which about 600 students participate, is available to students of compulsory school age. The enrolment includes Ontario children who are temporarily absent from Ontario and those who are unable to attend school for medical reasons. Basic courses in English and mathematics are offered to adults who may not have completed elementary school or who may wish to review their knowledge of the subjects. The secondary school program offers about 120 courses in the five years of secondary school.

A certificate which has the same validity as one issued by an Ontario elementary or secondary school or inspected private school is issued upon the successful completion of a course. The Ministry grants Secondary School Graduation Diplomas and Secondary School Honour Graduation Diplomas to students who meet the requirements for the diploma concerned.

The services of the Correspondence Education Branch are maintained by about 114 permanent staff members and about 750 associate teachers who evaluate students' assignments on a part-time basis for which they are paid a fee.

French-Language Education

The Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

Legislation permits a school board to establish classes or entire schools for the provision of French-language education. It requires a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1976, the Province of Ontario had 310 elementary schools and 24 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 35 secondary schools offering part of the curriculum in the French language. Enrolment in French-language instruction programs for the 1976-77 school year totalled 74 933 at the elementary level and 31 442 at the secondary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking pupils are taken into consideration in the development of programs. Efforts are also made to produce French-language versions of most Ministry of Education documents, especially in the area of curriculum.

Teacher Education

The Ministry of Education is responsible for establishing the standards required for teacher-education programs throughout the province. The Ministry is also concerned with the certification of teachers and the supervision of the programs of the Ontario Teacher Education College.

The basic program of the Ontario Teacher Education College is structured around a group of student teachers and a master teacher. The master teacher counsels and supervises the practice teaching of the students and does some of the teaching in the foundation and curriculum aspects of the program. The practicum, however, is the primary focus of the year.

Scheduling in the foundation and curriculum areas affords the student time for research, seminars, and counselling. This is based on the assumption that the student is a mature adult who will take responsibility for pursuing assignments in depth and for attending the lectures, discussion sessions, and seminars offered.

Supplementary certificate programs are offered in the areas of oral French, special music, special education, teaching English as a second language, and library training.

The Ministry's Teacher Education Branch acts as a liaison between the Ministry of Education and the faculties of education at Ontario universities to ensure that their programs meet Ministry requirements for certification.

During the 1976-77 school year, 418 students were enrolled at the Hamilton campus and 836 at the Toronto campus of the Ontario Teacher Education College. An additional 1875 students took the one-year elementary teacher-training courses offered by the various faculties of education at Ontario universities, and 138 students were enrolled in combined undergraduate and teacher-training programs. Thus, a total of 3267 students were preparing to become elementary school teachers in Ontario in 1976-77. Another 3639 students were enrolled in secondary school teacher-training programs at the faculties of education; 936 of these were taking optional courses that would prepare them for elementary teaching as well.

In May 1975, the Ministry entered into an agreement with the Council of Ontario Universities concerning reviews of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, or college of education every five years. The reviews are conducted by a team with representation from the Ministry, the Ontario Teachers Federation, the university concerned, the local regional education council, and the Council of Ontario Universities. The purpose of the reviews is to gather information and insights valuable to both parties as they work together to improve the quality of Ontario teacher education programs. During the school year 1976-77, the teacher education programs at Queen's University, Nipissing College, and Laurentian University were reviewed.

The Ministry established a Professional Development Branch in September 1976 to co-ordinate and integrate professional development policy in the Ministry. The responsibilities of this new branch include:

- the provision of in-service training programs, including summer and winter courses, for teachers;
- liaison with faculties of education that are providing in-service summer and winter courses for teachers;
- the provision of pre-service and in-service programs for educational administrators and supervisory officers in co-operation with other educational organizations;
- assisting in developing staff-development programs for Ministry personnel; and
- organizing educational exchange programs for professionals.

During the year, the Ministry approved and issued certificates to 4480 teachers who graduated from university faculty-of-education summer courses in 1976. To assist teachers who are available for professional development during the winter months, 38 board-sponsored winter courses were approved and monitored in 1976. They were attended by 2407 teachers.

Special French-language professional development programs for teachers were funded by the federal Department of the Secretary of State and were administered by the Ministry. The aim of these programs is to support the professional development of teachers of French as a second language and of teachers of French Language Instructional Units. Money from the fund is available to assist these teachers through seminars, workshops, or courses. Applications for assistance from the fund were accepted from school boards, the Ontario Teachers' Federation and its affiliates, the Ontario Teacher Education College, the faculties of education, the regional professional development committees of the Ministry's regional offices, and from other professional groups.

The Ministry co-ordinates a regional professional development plan which is operated through committees in each region composed of personnel from the Ontario Teachers' Federation, the Ministry's regional offices, the field offices of the Ontario Institute for Studies in Education, and other educational organizations. The committees' aims are to stimulate grass-roots activities in professional development among the teachers of Ontario.

Northern Corps

Since its inception in 1966, the Northern Corps program has successfully made possible the staffing of a number of isolated schools in Northern Ontario with qualified and capable teaching personnel.

Isolation is one factor that determines the designation of a school as Northern Corps. Most of the schools are close to railway services, and a few can be reached by road. Some schools, however, are only accessible by aircraft or snowmobile at certain times of the year. In these instances, telephone or two-way radios provide the critical link between the school and the outside world. The other critical considerations are related to the size of the local tax base and the difficulties encountered by the local community in sponsoring persons to serve as trustees. Northern Corps schools are not included with the larger units of administration and are therefore supervised directly by the regional offices of the Ministry of Education.

Having designated a school as Northern Corps, the Ministry assumes responsibility for hiring teachers, providing necessary finances, and equipping the schools with appropriate teaching aids. The schools provide the basic education from grade 1 to grade 8. Students must board at a larger centre to continue their secondary education.

During 1976, a new dimension was added to the staffing of Northern Corps schools. With the co-operation of southern boards, eight teachers were seconded from their schools to participate in the Northern Corps program for terms of up to three years. Conditions are made as attractive as possible for teachers; the schools have living quarters attached or adjacent to the school for which teachers pay a nominal rent. They also receive a Northern Corps bonus of \$1700 and three free trips home each year.

Prior to the commencement of teaching duties each fall, new teachers attend an orientation program for two or three days. All Northern Corps teachers also take part in a one-week professional development program later in the school year. Seventeen new teachers participated in the orientation program held in August in Sudbury and 75 personnel from Northern Corps, isolated boards, and Ministry offices attended the professional development week held in October in Thunder Bay.

There are 17 schools designated as Northern Corps schools in Ontario; six of them are one-room schools, nine are two-room schools, one is a four-room school, and one is a five-room school. The total student population is approximately 640.

Educational Records

The Ministry's information systems programs continued the development of an education information system that will satisfy the planning needs of the Ministry and give necessary information to the education community at large.

In September, the Ministry's statistical section was integrated into the Information Systems and Records Branch. Increased effectiveness of this activity is being realized as a result of this merger through the development of a more analytical approach in the provision of statistical data. The capacity of the statistical section to react quickly and efficiently to the internal demands of this ministry and to the external demands of other ministries and government agencies has increased.

During the year, negotiations took place with the federal immigration authorities with the objective of keeping them informed of our methods of equating foreign educational standards with Ontario's. Immigration officials agreed to convey to all Canadian representatives abroad complete information on educational requirements for general employment and professional qualifications required for Ontario teaching posts; this should serve to reduce misunderstandings that have occurred when immigrants arrive in this province under the impression that they are fully qualified to apply for teaching vacancies or that qualifications obtained abroad will automatically be granted equivalent recognition in Ontario.

During the year 10 538 evaluations of foreign educational documents were processed on behalf of immigrants seeking employment and students applying for admission to the provincial school system.

More than 7000 initial basic teaching certificates were issued to new teachers to teach in the Ontario school system. An additional 9888 certificates in special subjects were issued to holders of basic teaching certificates.

In addition, 98 369 students were awarded the Secondary School Graduation Diploma, an increase of 4114 over the previous year. During the same period, 42 223 students qualified for the Secondary School Honour Graduation Diploma. Of these, 23 per cent (9748) received the Ontario Scholarship Award, indicating that they had attained an average of 80 per cent or better in six Honour Graduation credits.

The Ontario Secondary School Bursary Program provided bursaries of \$100 to needy students enrolled in the graduating year of a secondary school course. Approximately 750 students qualified for the bursary during the 1976-77 school year.

Computer Services

The Student Guidance Information Service is one of the most useful computer systems developed by the Ministry because it is of direct value to the individual student in planning his/her future education and career.

The data bank of the Student Guidance Information Service contains a wide range of information, including descriptions of close to 7000 careers available in Canada and listings of program and educational requirements for 900 careers. The system also outlines programs and courses at 147 post-secondary institutions in Canada. The student who has a very specific career in mind can find out not only where he/she can get the training needed, but also what prerequisites are required for such training. The student who has a clear idea of the *kind* of work he/she would like to do but only a vague idea of the opportunities available is supplied with a list of possible careers for further investigation. The student may request general information about an institution concerning such matters as fees, admission requirements, accommodation, special facilities, and financial aid, and may also request information on a specific program or course at a particular college or university.

The Student Guidance Information Service is used by almost 375 secondary schools in the province, which means that its store of information is available to about 125 000 students. The Ministry of Community and Social Services and the Canadian International Development Agency have also acquired access to the system. Generally, the school or board uses a mail-in method: a student fills in one or more request forms asking for the information he/she wants; these forms are processed in Toronto and the student receives a personalized print-out.

The Student Guidance Information Service is designed to relieve guidance counsellors of routine information-gathering duties so that they may spend more time with individual students, helping them to review the information they have obtained from the system and to define long-term career goals and immediate educational needs.

The Ministry also provides centrally developed computer services to boards and schools to support their educational programs. The services are delivered through a data processing network known as CRJE.

All boards and schools in the province that use CRJE services have access to CRJE through any one of the fourteen local computer centres across the province. The member boards use the Ministry as a buying co-operative. The Ministry achieves and passes on significant savings to the members in several areas, including the joint purchase of forms, transmission lines, and computer-processing power.

CRJE provides the following services to the boards and schools in the province: a student-scheduling service, currently being used by 270 schools to prepare timetables for approximately 300 000 students; an integrated school service, currently being used by some 160 schools to prepare report cards and Ontario Student Record cards for approximately 160 000 students; a student vocational guidance information service, currently providing career descriptions, post-secondary institution information, and training requirements to students in approximately 375 schools; and a payroll personnel service, currently being used by 10 boards to pay their staffs.

Other packaged computer services presently being utilized by boards include objective-test scoring and questionnaire analysis, and student programming and simulation systems that are used as instructional tools in secondary schools. The Ministry's Education Data Processing Branch also provides the boards with financial and other administrative computer services. All of these services are provided to school boards on a cost-recovery basis.

Educational Research

The Research and Evaluation Branch was established in July 1976 as part of the reorganization of the Ministry. This branch is responsible for the educational research program formerly administered by the Planning and Research Branch. This program continues unchanged with grants-in-aid and contractual components as in previous years.

The branch's responsibility in the area of evaluation is to evolve and subsequently implement an evaluation policy in the Ministry that will address more closely the educational needs of the province. In the first six months of its existence, the branch's activities have included close work with the Minister's Work Group on Evaluation. As well, the branch has initiated research projects to examine the testing systems currently available, has surveyed testing practices in boards of education, and has examined the best of current testing practices in other jurisdictions on the continent.

The branch is also responsible for the System for the Co-operative Evaluation of School Systems. The branch's staff is working to strengthen this component of the Ministry's evaluation activity.

Communication Services

The Ministry operated several programs through which it maintained a steady flow of information to all members of the educational community, parents, students, and the general public.

Again this year the Education and You program, a series of fact sheets distributed through some 1000 retail outlets across the province, was given major emphasis. In October, a special mailing to school principals of three fact sheets for use on parent-teacher nights saw almost one million fact sheets distributed to parents.

Regular distribution was maintained throughout the year through retail grocery stores, the province's liquor stores, provincial government regional offices, and Canada Manpower centres. The fact sheets are published in both English and French.

During the year, the Ministry participated through exhibits in a variety of educational conferences, including the international Man-Environment Impact Conference held in Toronto in November.

The Ministry's publication *Dimensions* continued its role of explaining Ministry programs and policies to teachers, school trustees, and home and school association executives. *Dimensions* was published six times during the year.

Ministry information staff dealt with more than 15 000 written and telephoned inquiries during the year.

The Communication Services Branch also provided editing, design, layout, and printing co-ordination services for all Ministry branches. A total of 125 documents were produced by the branch during the year.

Ontario Student Leadership Centre

Each year, the Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, hosts seven courses in five separate student leadership development programs from June 1st to October 1st. Secondary schools are invited to nominate one candidate for each program. All programs were oversubscribed, and more than 1500 students participated in 1976. Programs are staffed by school board and Ministry personnel. The average staff-student ratio is 12:1.

In addition to the Ministry programs, many youth and adult groups made use of the centre's facilities during May, September, and October to conduct various types of programs ranging from sports clinics for teachers and coaches to student leadership courses offered by individual schools.

Summer Employment Programs for Students

As part of Experience '76, the Ontario government's summer employment program for students, the Ministry of Education conducted co-operative programs with 95 Ontario school boards. More than 1224 students were employed in 226 projects across the province. In addition to providing a meaningful experience for the students, each project made a worthwhile contribution to the community.

Teacher Exchange Programs

During the year, the Ministry arranged a teacher exchange program between Ontario and both the Netherlands and the Federal Republic of Germany. Under the agreement, six teachers from the Netherlands and ten teachers from the Federal Republic of Germany will be exchanged with Ontario teachers in the forthcoming school year. Negotiations were initiated for teacher exchanges with the Scandinavian countries, Austria, Switzerland, Portugal, Spain, and Israel. In addition, the Ontario-Quebec teacher exchange program was continued.

Under a teacher exchange program with France, an initial group of six second-language teachers on exchange from France began teaching French in Ontario schools, while six Ontario teachers of French as a second language taught English in French schools.

Also during the year, thirty-seven Ontario teachers travelled to Great Britain and three to the United States under a teacher exchange program undertaken by the Canadian Education Association and the Commonwealth League for Educational Exchange. This program is conducted every year, and over a hundred applications were received during October and November for participation in the 1977-78 program.

There are also thirty-four Australian teachers on exchange in Ontario and an equivalent number of Ontario teachers are on exchange in Australia: ten in Western Australia, nine in Victoria, two in South Australia, and four in Canberra and the Territories.

Ontario Young Travellers (Visites ontariennes)

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place, and the McMichael Collection – which are unavailable in other provincial centres. A visit to Toronto can be a valuable experience for any student, but for those who live at a great distance from the city it can be very expensive. With this in mind, the Ontario Young Travellers program provides financial assistance to grade 7 and 8 students from Northern Ontario who wish to visit the provincial capital as part of the educational experience. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The Ministry of Education provides 90 per cent of the transportation costs from the school location to the provincial capital. The cost of meals and accommodation is the responsibility of the school. The Ministry also assists with accommodation arrangements and the planning of the visit, if requested.

During the year, 8831 students visited the provincial capital from Northern Ontario under the auspices of the Ontario Young Travellers program.

Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual university students attending university in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 196 students at 16 Ontario universities are being paid \$3000 each to act as monitors in the schools of 27 Ontario jurisdictions. The students usually work with small conversation groups.

Of the 196 students, some 179 are French-speaking university students from Nova Scotia, Saskatchewan, Manitoba, Quebec, New Brunswick, and Ontario who are working with English-speaking students studying French as a second language. Seventeen of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

Project Canada

This national program – initiated, financed, and administered by the Ministry – is conducted in co-operation with the departments of education of each province and the northern territories and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, as well as student exchange visits, Ontario students gain a broader understanding of the multicultural character of the Canadian people. Moreover, there has been a noticeable increase in the number of teachers using Project Canada to develop their students' second-language skills.

Project School Supplies

Originally launched in 1966, Project School Supplies continues to make small shipments of library books and school supplies to needy schools in the eastern Caribbean islands.

Project School-to-School

This school twinning program, originally launched in 1968, continues to offer Ontario students an opportunity to gain first-hand knowledge about life in the West Indies. This program has also done much to develop co-operation and understanding between young people from different racial backgrounds.

Project Hearing Aids

This small project – involving used hearing aids donated by Canadians from coast to coast, co-ordinated by Humber College of Applied Arts and Technology, and conducted by Dr. Donald Hood, Audiologist, Sick Children's Hospital, in July 1976, outfitted forty deaf children in St. Vincent, with hearing aids.

Educational Exchange Program

The Educational Exchange Program provides financial assistance for groups of students and organizations that wish to undertake reciprocal exchange projects and activities with students and groups in other provinces or countries.

One exchange project that has become an annual affair is the *Connaissance de l'Ontario/Connaissance de la France*. Under this program, twenty-four young people from Ontario spend three weeks getting to know the people and the country of France, and twenty-four youths from France are offered similar experiences in Ontario. This project is carried out with the co-operation of the French embassy.

Well over one hundred Ontario groups of elementary and secondary school pupils participating in educational and cultural exchanges, for the most part with other provinces and countries, were supported by the Educational Exchange Program.

Student Exchange Programs

In the 1976-77 school year, forty-two Ontario students participated in a three-month exchange with students from the Federal Republic of Germany. The students lived in German homes, and attended regular German schools. Return visits by the German students will take place in September 1977.

Energy Conservation

In co-operation with Ontario Hydro, the major gas distributors, and manufacturers of heating and heating control equipment, the Ministry this year conducted a series of twenty-six energy-management seminars for school board maintenance staff across the province. More than 2500 attended the seminars.

In addition, the Ministry provided school boards with energy record and analysis forms, the use of which allowed school boards to compare, on a scientific basis, the performance of one building against another. Eventually comparisons between schools throughout the province will be possible.

The Ministry also supported a study, with the Carleton Board of Education and the National Research Council, aimed at developing specific operational programs for school heating plants which will be circulated to all school boards in the province.

The Curriculum Branch produced a pamphlet entitled "Awareness of Energy", which was distributed to all teachers, schools, and school boards in the province. A detailed resource document for teachers for the Environmental Sciences Program entitled "Energy in Society" was also prepared. This is now in the final stages of editing and printing.

At the start of 1976 more control over total expenditures was shifted to the local school boards.

The ceilings on ordinary per pupil expenditure recognized for provincial grants were increased by 10.8 per cent for elementary schools and by 10 per cent for secondary schools resulting in an amount eligible for grant in 1977 of \$1197 for each elementary school pupil and \$1712 for each secondary school pupil.

The basic grant-ceiling figures are, for most boards, adjusted upwards by grant-weighting factors which give boards extra funds to compensate for unusually high costs related to such aspects as special education, compensatory education, and sparse population.

A school board that spends beyond the grant ceilings has to raise the extra by increasing the local mill rate, thus increasing local property taxes.

The grants program continued to provide special grants to assist school boards with metric conversion and also provided \$500 000 for community school programs.

Through the Community School Development Grant, the Ministry of Education approved, and financially supported, 87 projects submitted by school boards in 1976.

As in previous years, priority for capital funding was given to cases involving new housing developments, portable school units, or fire safety and health factors. In keeping with the government's commitment to provide funds to accommodate pupil needs that developed as the result of new housing projects, the greater part of the capital program was directed toward building pupil places.

The Supervision and Legislation Branch is responsible for the co-ordination of the Ministry's relationships with private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative forms of education are in the best interests of the students within their jurisdiction.

In the school year 1975-76, 303 private schools were listed with the Ministry of Education, as required under Section 15(1) of The Education Act, 1974. As of the last school day in September, the total private-school enrolment was 54 640. A total of 2216 full-time teachers and 2205 part-time teachers were employed in private schools.

Of the 303 schools listed with the Ministry, 124 were inspected by Ministry officials to determine whether students should be recommended for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma.

Since 1965, the percentage of private secondary enrolment compared to the total secondary enrolment has dropped from 6.6 per cent to 4.9 per cent. However, since 1970, when the total educational population began to stabilize, the enrolment in private schools at the elementary level has shown an increase from 1 per cent of the total population to 1.8 per cent.

The nine regional offices are the key liaison points between the Ministry and the school boards. They are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions and for ensuring that those policies are implemented. This process is accomplished by reviews within school boards and by province-wide reviews. Each regional office is headed by a director of education who is assisted by three superintendents and their professional staffs, as well as the support staffs in the offices. Increasing attention is being given to the quality of educational programs within regions and to the development of various approaches to educational assessment in co-operation with school boards.

The Ontario policy of decentralizing educational authority leaves the Ministry responsible for the development of a philosophical framework and of appropriate general programs for elementary and secondary education in the province. The Ministry is also responsible for the interpretation of this philosophy and these general programs to local school boards. The Ministry must ensure that quality education and equal educational opportunities are available to all students in the province.

Regional office education officers are responsible for interpreting Ministry policies, programs, and curriculum guidelines to all boards in their region and for ensuring that the boards and schools implement the curriculum policies. They provide assistance with program assessment, professional development, and school organization as it relates to educational programs. They examine new and innovative course submissions and consider requests for the approval of textbooks. Several curriculum development seminars were held in various regions during the year, at which the implementation of the new Primary-Junior curriculum documents, *The Formative Years* and *Education in the Primary and Junior Divisions*, was a key topic. The education officers are also concerned with the interpretation of educational legislation, with the review of principals' evaluations and reports, and with the provision of general liaison between school boards and the Ministry.

The business and finance staff handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, school bus purchases, and the implications of legislation pertaining to finances. They supply a wide range of support services designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the business and finance personnel in the regional offices to interpret Ministry policies on financial and administrative matters to school boards within their regions and to monitor the school boards' implementation of those policies.

Although program delivery is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide supervisory services for their schools. In these areas, the Ministry's regional offices provide direct supervisory services as part of the Ministry's policy of ensuring equality of educational opportunity for all students.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has staff members who are able to work with the boards in developing plans for the fuller use of school facilities by the community.

In order to provide assistance to those boards of education and separate school boards that are involved in the establishment, administration, and supervision of French Language Instructional Units, the Ministry of Education has located French-speaking education officers in six of its regional offices.

This year education officers provided supervisory services to thirty-seven boards of education in the following areas: programs, organization, selection of textbooks and learning materials, professional activity days, French-language principals' meetings, and all other matters concerning French Language Instructional Units.

Attendance Recording Procedures Task Force

The Attendance Recording Procedures Task Force, consisting of Ministry and school board personnel, was established in April 1976. Its objective is to identify strategies for improving regular attendance and to develop an improved system of attendance recording for the elementary and secondary schools in Ontario.

Advisory Council for Special Education

The purpose of the Advisory Council for Special Education is to assist the Ministry in ensuring that its efforts in the area of special education are closely related to the needs of the field. Representatives are from the Alliance for Children, the Council for Administrators of Special Education, the Council for Exceptional Children, the Ontario Committee on the Physically Handicapped, the Ontario Psychologists' Association, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the Paediatricians of the Ontario Medical Association.

Committee on Alternative Approaches for the Financing of Education in Ontario

This committee was established in late 1976 to enable representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Ontario Association of Education Administrative Officials, and the Ontario Association of School Business Officials to provide input to the Minister of Education regarding the distribution of the general legislative grants to school boards. During the year, the committee, chaired by James Martin, Director of the Ministry's School Business and Finance Branch, held several meetings. The committee has seventeen members.

Committee on Equivalencies

In October 1976, the Committee on Equivalencies was established to review special cases of applicants for Letters of Standing, teachers wishing to upgrade a certificate currently held, other teachers seeking admission to Ministry summer courses, or those applying for special certificates. The committee is composed of one member from each of the following Ministry branches: Information Systems and Records, Teacher Education, Professional Development, and Supervision and Legislation.

Teacher Education Liaison Committee

This committee consists of the deans and principals of the various Ontario teacher education institutions and representation from the Ministry of Education and the Ministry of Colleges and Universities. The committee meets four times each year and acts as a liaison between the teacher education institutions and two Ministry of Education branches – Teacher Education and Professional Development. The committee also provides a forum for the discussion of issues related to teacher education.

Task Force on Teachers' Certificates

Late in 1976, this task force, with membership from three branches of the Ministry, was established to examine current Ministry policies regarding the suspension, cancellation, and reinstatement of teachers' certificates. The establishment of this task force followed the completion of a Canada-wide survey of policies and practices related to certificate suspensions.

Ontario Organization for Education Through Travel

This committee has been organized over the last three years by travel agents, air and ground carriers, and educational authorities concerned with educational travel.

Its purpose is to research how travel can best serve educational needs; to communicate and act as a liaison with groups involved in educational travel programs; to stimulate and encourage quality educational travel programs; and to act as a clearing house for ideas and information pertaining to education through travel programs.

Data Sharing Task Force

This group continues to explore possibilities of information sharing with various agencies that require education related information. The purpose of this is to reduce the duplication of information requests from teachers, school officials and students.

The Minister's Work Group on Evaluation

This work group was formed in November and is composed of representatives of the Ontario Teachers' Federation, the Ontario Association of Educational Administrative Officials, and the Ministry. Its task is to make recommendations to the Minister with respect to testing, evaluation, and reporting of student progress to parents.

The Joint Co-ordinating Group for the Interface Between Secondary and Post-Secondary Education

The Ministry of Education and the Ministry of Colleges and Universities embarked on a joint review of policies affecting the transition of students from secondary to post-secondary education. The major activity of the committee was the co-ordination and supervision of three research projects designed to examine a variety of factors relating to students who make the transition from secondary schools to colleges or universities. The research studies were released in January 1977.

Task Force on School Fire Insurance

In 1976, a special task force was formed to look into the problems of escalating fire insurance premiums. It includes representatives of the Ontario Association of School Business Officials, and the Ministry of Education. Data were collected from all school boards, and meetings were held with insurance brokers, agents, consultants, and approximately fifteen school boards.

Partial list of publications issued during the 1976-77 fiscal year

Les autochtones du Canada
Awareness of Energy/Connaissance des problèmes énergétiques
Bursaries for Secondary Schools 76-77
Changements de rôles dans un monde en évolution
Circular 14, 1977
Circular 14A and Circular 14B
Circular H.S.1, 1977-78/Circulaire H.S.1, 1977-1978
Classical Studies Resource List
Committee on the Cost of Education, Report #6
Commonwealth and Citizenship Day, 1977/Le jour du Commonwealth et du civisme en 1977
The Community School Idea/L'école communautaire
The Complexities of Childhood/La complexité de l'enfance
Correspondence Courses Calendar, 1976-77
Dimensions (6 issues)
Directory of Education, 1976-77
Directory of School Boards, 1977
Discover Ontario Through the Road Map: Curriculum Ideas for Teachers
Driver Education in Ontario Schools
Education Statistics, Ontario, 1975
Environmental Education in Ontario
Evaluation of Student Achievement
Éveil au monde visuel, cycle supérieur
Girls and Women in Society
Guidance for Today (fact sheet)
Major Change in Curriculum Development/Changements majeurs dans la préparation des programmes d'études
Master List of Careers
Multiculturalism in Action: Curriculum Ideas for Teachers
Music, Senior Division/Musique, cycle supérieur
The New Core Curriculum in Secondary Schools/Nouveau programme de base des écoles secondaires
Ontario Elementary and Secondary School Enrolment Projections 1976-1985
Ontario Teacher Education College Calendar 1977-78
Open Doors: A Community School Handbook/Porte ouverte : Guide de l'école communautaire

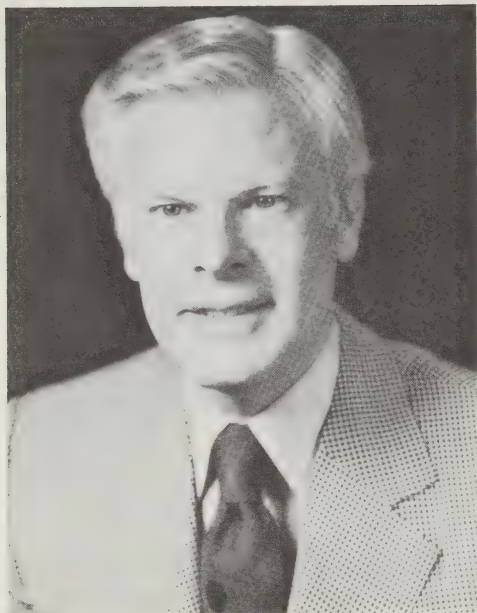
Organization of the Ontario Ministry of Education
Physique industrielle
Professional Summer Programs for Teachers, 1977
Report of the Minister of Education, 1975
Remembrance Day/Le jour du Souvenir
Resource List for a Multicultural Society
Ontario Secondary School Dropout Study
Shorthand, Senior Division/Sténographie, cycle supérieur
Trends in Special Education in Ontario
Utilisation des machines, cycles intermédiaire et supérieur





Education

**Report of the Minister of Education
for the Fiscal Year 1977-78**



The Honourable Pauline M. McGibbon
Lieutenant-Governor of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1977, and ending March 31, 1978.

This report contains the highlights of the Ministry's activities and endeavours during the year, always with reference to the following important objectives: providing appropriate programs for the students of our elementary and secondary schools, providing qualified personnel to staff these schools, maintaining satisfactory facilities, and ensuring equitable financing of the school system.

During the year several new initiatives were undertaken to strengthen both our French-language schools and the teaching of French as a second language in Ontario schools. The Ministry is now providing a program of new incentive grants to school boards to encourage them to provide French-as-a-second-language programs for both elementary and secondary school students. In the area of French as a minority language, contracts worth \$2.1 million were signed with Canadian publishers which will result in the production of 120 textbooks for Ontario's Francophone students.

Financial assistance is being provided to school boards from the Heritage Languages Program which can be established at the request of parent groups. The program is designed to allow the many groups who make up the Canadian mosaic to retain their cultural and linguistic heritage.

During the year the Ministry consolidated its regional services program, closing three of the nine regional offices on December 31 without affecting the level of service that the Ministry provides to school boards.

This report contains details of many other programs under the jurisdiction of the Ministry. Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1977*.

Respectfully submitted,

Thomas L. Wells

Minister of Education

Table of Contents

Introduction	4
Curriculum	5
Programs	
Circular 14	
Learning Materials Development Plan	
Services for Education	6
Special Education	
Schools for the Blind and the Deaf	
Developmental Centres Schools	
Juvenile Training Schools	
Correspondence Courses	
French-Language Education	
Teacher Education	
Professional Development	
Northern Corps	
Educational Records	
Computer Services	
Educational Research and Evaluation	
Communication Services	
Special Projects	13
Ontario Student Leadership Centre	
Summer Employment Programs for Students	
International Teacher-Exchange Programs	
Ontario Young Travellers (Visites ontariennes)	
Interprovincial Second-Language Monitor Program	
Project Canada	
Project School-to-School	
Project School Supplies	
Educational Exchange Program	
Ontario-German Student-Exchange Program	
Grants	15
Private Schools	15
Regional Services	16
Ministerial Task Forces and Committees	17
Publications	19

It is the objective of the Ministry of Education to provide equal educational opportunity for all of the students in the province's elementary and secondary schools. To ensure equal educational opportunity, the Ministry concerns itself with every aspect of elementary and secondary school education programs in the province. The Ministry works in close co-operation with the publicly elected school boards in an attempt to ensure that a full range of educational programs is provided by every school board.

During the year a major new incentive was undertaken to assist school boards to offer French-as-a-second-language programs. Under the three-year program the Ministry allocated \$44 million for incentive grants to school boards to improve and expand French as a second language for both elementary and secondary school students. The grant formula is basically simple: as the students' hours of French instruction increase, so does the per-pupil grant.

In addition to these incentive grants, the Ministry also allocated an additional \$23 million over the three years of the program for a wide variety of support programs, including teacher education, curriculum and learning materials development, and student exchanges.

Concern for the problems caused by declining enrolments in the Ontario school system led to the appointment of Dr. Robert Jackson as a one-man commission to study the effects and implications of the problem. Dr. Jackson, former director of the Ontario Institute for Studies in Education, was appointed in August. The Commission on Declining Enrolments began its work immediately. Throughout the fall and winter months it received briefs and submissions from a wide variety of interested groups. A series of public hearings were held in major centres across the province as well. The Commission's interim report was received by the Ministry in early March and released later in the spring.

The Ministry, recognizing the declining demand for teachers, announced in February a decrease in enrolment at the two-campus Ontario Teacher Education College of almost 50 per cent for the coming school year. Only 818 teacher-trainees were enrolled at the College during the current year, and this will be reduced to a total of 450 in September 1978.

Those selected to attend either the Toronto or Hamilton campus of the College will, in addition to receiving training for the basic teaching certificate, also have the opportunity to obtain additional qualifications in areas where there is a demand for teachers, such as in teaching French or English as a second language, Special Education, and multiculturalism. The role of the College will be broadened to include professional-development programs and the retraining of on-the-job teachers, enabling them to upgrade their professional qualifications.

In March, the Ministry signed contracts worth \$2.1 million with fourteen Canadian book publishers for the production of new French-language textbooks. The contracts, which were signed just three months after the plan was announced, will result in the publication of 120 new textbooks within a twenty-month period. The program is designed to increase the number of French-language textbooks for Ontario's French-speaking students.

Construction began late in the winter on Ontario's first partially solar-heated school. Located in St. Catharines, the elementary school, which is expected to be open in September 1978, will have 285 pupils. The solar-heating unit will supply the school's hot water needs and assist in the heating of the building. Designed by a special team of engineers, the school will have seven classrooms, a general-purpose room, and a library.

On December 31, 1977, the Ministry closed down three of its nine regional offices. The offices closed were those in Kingston, Waterloo, and St. Catharines. The Ministry now has regional offices in Thunder Bay, Sudbury, North Bay, Ottawa, London, and Toronto. The services provided by the three offices that were closed were taken over by the Ottawa, London, and Toronto offices. The closing of the offices, which was announced in July, will in no way affect the level of service that the Ministry provides to the boards through its regional services programs.

Programs

During the 1977-78 fiscal year three of the curriculum guidelines for required subjects in the Intermediate Division — history, geography, and English — were completed and distributed to school boards. A printed draft of the mathematics guideline was distributed for extensive field-testing and validation by each school board. The guideline for science is to be released this year.

These new guidelines are more prescriptive and descriptive than previous guidelines, and each is supplemented by support documents. For example, five support documents to the Intermediate Division history guideline had been released to schools by October 1977. All had been prepared by teams composed of classroom teachers and subject specialists from the school systems, working under the leadership of Ministry officials.

While the guidelines and support documents for required subjects in the Intermediate Division were of high priority, revisions to the guidelines for Français and for physical and health education were also completed, as was an extensive resource guide entitled *Energy in Society*.

At the Senior Division level, curriculum guidelines for English, guidance, and family studies were released. The development work for the geography guideline at the Senior level was completed. Ontario is the first province in Canada to establish credit courses in English as a second language. The provision of such courses was made an official policy with the release in the fall of 1977 of *English as a Second Language/Dialect*, a guideline for the Intermediate and Senior divisions.

The Ministry has continued to provide teachers with practical ideas for implementing *The Formative Years*, the program policy for Primary and Junior grades. Five documents in the Curriculum Ideas for Teachers series that were begun in the previous fiscal year were completed and distributed in 1977-78. "An Approach to Reading", a chart on "The Complexities of Childhood", and a set of posters on multiculturalism were produced. Teachers were also assisted in preparing for days of special significance through the distribution to all schools of booklets and medallions for the Queen's Jubilee, and a package of suggested activities for Remembrance Day.

To provide guidance to teachers in dealing with various forms of stereotyping and bias, a resource guide entitled *Sex-Role Stereotyping and Women's Studies, Filles et femmes dans la société*, and a French translation of *Multiculturalism in Action* were released.

A new supplement to *Circular H.S. 1* established policy in the area of "The Co-operative Utilization of Community Resources for Diploma Credit Courses". The policy deals with courses at the secondary school level having components of work experience, community service, or independent study.

French-language editions of several earlier guidelines were completed, and all guidelines produced in 1977-78 were published in French. Every effort is made now to publish all new documents simultaneously in English and French.

Implementation of the *People of Native Ancestry* resource guide for the Primary/Junior Division (*PONA I*), and the support package *Touch a Child*, continued through the year. *PONA II*, a resource guide for the Intermediate Division, was released in the fall of 1977, for use in conjunction with the following guidelines: Intermediate history, Intermediate geography, Intermediate English, and Intermediate and Senior English as a second language/dialect. *PONA III* is being developed as a guideline for the Senior Division. Other curriculum materials in support of *PONA I* and *PONA II* have been subsidized through the Learning Materials Development Plan and are near completion.

The community-school development grant plan was continued for the fourth year. The grant plan and other items related to community schools will be reviewed by the Minister's Advisory Committee on Community Schools. During the year the Committee's membership was changed to include representatives of provincial organizations related to education and recreation.

Heritage Languages

A new program in support of non-official languages for elementary school children was introduced by the Ministry for the beginning of the 1977-78 school year. The Heritage Languages Program has made it possible for school boards to grant requests from parents for provision of these language classes in addition to the regular school program. A total of forty-four school boards are offering classes in thirty-four different languages. There are approximately 53 000 students registered in 1900 classes throughout the province.

French as a Second Language

The Minister announced on April 18, 1977, a new funding policy for French as a second language in which funding is based on the accumulated hours of instruction in French. Work is ongoing on a core French curriculum guideline (K-13) in support of the program.

French learning materials for immersion and bilingual programs were developed and edited and will be made available to all school boards.

A research project supported by the Ministry, the Bilingual Education Project of OISE, has developed "A Survey of French Immersion Materials (K-6)". This list of commercially available materials was sent to all school boards in Ontario.

French as a Minority Language

In December 1977, a new program for the production of much-needed textbooks for use in French-language schools was launched. An amount of \$2.1 million was allocated from funds designated for use in French-as-a-minority-language programs.

Projects were submitted by publishing companies on a competitive basis, and approval was given to proceed with the production of 120 new French textbooks. These books are either original materials in French or translations and adaptations of texts that meet the needs of Ontario's French-speaking students. These textbooks will be produced during the next twenty months.

Circular 14

Circular 14, the annual publication that lists textbooks that have been reviewed and approved for use in Ontario schools, indicated a record number of new titles in both English and French approved during the year. When choosing books for use in a subject area, a school must select from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

The Book Purchase Plan, under which copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application, provided 604 931 copies of 318 titles to 4897 schools and boards in Ontario during 1977.

Learning Materials Development Plan

The Learning Materials Development Plan continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. Eighty new projects were funded in such priority areas as special education, multiculturalism, children's literature, music, technical education, and French as a minority language. In addition, approximately 105 projects were completed, and the materials from these projects are now on sale to Ontario's schools. These learning materials include picture study cards, textbooks, storybooks, films, sound filmstrips, and kits. Of these, two received international awards for excellence.

Special Education

Securing effective educational placement and programming for exceptional students can be a confusing, frustrating experience for parents. Ministry regional and central office staff attempt to provide direction or guidance for parents and school boards, and the Ministry considers this service to be one of its most important areas of responsibility.

Teacher certification in special education is achieved through professional development courses in the summer and winter. These courses, combined with workshops and committees, provide up-to-the-moment awareness for staff of developments in the field of education, thereby allowing us to serve better the exceptional students for whom we have assumed responsibility.

During the year Ministry staff continued to contribute to teacher-education programs at the Ontario Teacher Education College and the faculties of education, with the goal of providing through pre-service programs an orientation to the needs of exceptional students for all teachers. The faculties of education are becoming increasingly involved in special education teacher-training programs.

During the year, the Ministry updated its publication *Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre*. Through the Curriculum Branch, teacher-resource supplements to *The Formative Years* dealing with exceptional pupils in the Primary and Junior divisions have been prepared.

Two very popular seminar-workshops were held. One dealt with the education of pupils who are gifted; the other, with pupils with learning disabilities. In both, parent associations that serve as advocates for each of these groups of exceptional students co-operated closely with the Ministry in order to provide sessions that were practical as well as theoretically sound.

Grants were increased to stimulate and support expanded special education programs and services at the local school board level.

Interministerial Committee on Children's Services

In order to ensure a continuing mechanism for interministerial co-operation and liaison, a Committee on Children's Services was established in December 1977. It includes representatives at the senior staff level from the ministries of Education, Health, and Community and Social Services, along with ad hoc members from the ministries of the Attorney General, Correctional Services, and Colleges and Universities, and the Justice and Social Development secretariats. The chairman has been seconded from the Ministry of Education and, during 1978, the Committee will report directly to the Provincial Secretary for Social Development.

The principal terms of reference for the next year include the following:

1. to undertake specific tasks related to children's services at the direction of the Provincial Secretary for Social Development and Cabinet committees;
2. to promote conjoint planning and to provide a focal point at the provincial level for co-ordination and liaison among all ministries in matters pertaining to policies for children's services;
3. to provide an interministerial forum for information-sharing and discussion of the plans and proposals of each ministry as they relate to children's services.

Schools for the Blind and the Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has an enrolment of 215 students who use braille. The aim of the school's program is to prepare blind students to live independently in a normal environment through the provision of quality education which meets the needs of these pupils. The curriculum follows the general programs developed for all pupils in the province and offers the full range of courses from *H.S. 1* at the secondary level. A teacher-training program for teachers of the blind and the deaf-blind is provided at the school.

Comprehensive, individualized "life skills" programs are designed to train pupils to function in a normal environment. Blind students are also integrated into the community in educational and social ways. Through this program, a number of senior students resided in boarding homes in the Brantford community for the entire school year. In order for students to continue to function as members of their families and communities, weekly transportation home is provided for the majority of them. Students from Northern Ontario have the opportunity to fly home at least once a month for extended weekends.

Through workshops, seminars, special courses, and efforts to increase the availability of special learning materials, for example, by providing free large-print textbooks to schools, the school has expanded its role as a provincial centre for the visually handicapped and has offered professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The Ministry operates three schools for the hearing handicapped — the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for enrolled pupils. These services include audiological and psychological assessment, educational programming, consultation on and support of local programs, preschool visitation and courses, and public information.

The Robarts School, with an enrolment of 124 residential and 56 day pupils, and the Ernest C. Drury School, with an enrolment of 133 residential and 223 day pupils, offer five-day-per-week residential programs, with all pupils returning home either daily or on each weekend. The Sir James Whitney School also makes provision for weekly trips home for more than half of its residential enrolment; but, since it serves the distant northern areas of the province, it provides a seven-day-per-week residential program throughout the school year. Considerable effort is made to return the pupils from northern areas home as often as possible. The enrolment at Sir James Whitney School is 258 residential and 65 day students.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and different problems resulting from this handicap have always necessitated smaller groupings and individualized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *H.S. 1* to provide, wherever possible, parallel school experiences to those available to non-handicapped children. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities — the Kingston Psychiatric Hospital, the Chedoke McMaster Family Services Centre in Hamilton, and the Children's Psychiatric Research Institute in London — provides the schools with wide expertise and increases their capability to program for diverse and compound handicapping conditions.

Nine graduates from the schools for the deaf were accepted last year into Gallaudet College, Washington, D.C., the sole recognized university for the deaf in the world. Twenty-two provincial school graduates entered other post-secondary programs. Forty-seven graduates entered regular employment, and eleven entered sheltered employment.

The Teacher Education Centre in Belleville provides a one-year, postgraduate training program for certified teachers and selected hearing-impaired university graduates. This program prepares them for working in schools and classes for the hearing handicapped. Currently enrolled at the Centre are twenty-four teachers-in-training, who will receive the Ontario Diploma in Deaf Education upon successful completion of their studies. Next year, the Ministry will continue to offer a limited bursary program in an effort to provide the province with a sufficient number of qualified teachers for all hearing-handicapped programs.

Developmental Centres Schools

There are currently some 1265 students in the thirteen Developmental Centres Schools. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. The prime goal of these schools is to provide opportunities for each pupil to acquire the basic skills, knowledge, and attitudes that he or she needs for participation in Canadian society.

These students receive regular evaluation which helps the schools' staff to assess their individual progress towards the common goal of maximum development of human potential. Case reviews are co-operative efforts involving the members of the staff of the ministries of Education, Health, and/or Community and Social Services involved at each location.

The programs include many facets that encourage participation in social and recreational activities both in the school and in the community. Members of the community share with the staff a keen interest in the students. The concept that these students can and should be more integrated into the community is being shared more and more by members of the community and they provide positive and encouraging support for the programs. Communication skills, motor skills, and "life skills" are part of each of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multiple handicapped, retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems as well.

Special teacher-training is crucial to providing programs that give positive results. Teachers from Developmental Centres Schools continue to attend workshops, seminars, and courses in Special Education. Some schools are actively involved in providing leadership in in-service education in their respective localities.

Juvenile Training Schools

There are currently some 497 students in the eight Juvenile Training Schools operated by the Ministry of Community and Social Services, Children's Services Division.

Since July 1977, the Ministry of Education has been providing administrative and professional assistance to ensure the availability of appropriate programs through a staff of qualified teachers under contract to the Provincial Schools Authority and a small group of trade instructors in these eight facilities.

The educational units within these facilities are attempting to construct special programs to meet the diverse needs, interests, and abilities of their students. Several schools have responded to various innovative projects and organizational structures in order to accommodate a variety of treatment procedures. The move towards a "generalist" teacher working in an educational unit and as a member of a team involved in the rehabilitative process of these youths is an example.

Correspondence Education

The Ministry provides eligible residents of Ontario with the opportunity to obtain, further, or supplement elementary and secondary education through study by correspondence.

Approximately 500 students are enrolled in the elementary school program and 77 000 in the secondary school program. The services of the Correspondence Education Branch are maintained by 112 permanent staff members and about 750 associate teachers who evaluate the students' assignments on a fee-for-service basis.

Both adult and school-age students, with varying backgrounds and objectives, take advantage of this opportunity: these include mature students who wish to further their education, complete secondary school, gain admission to post-secondary courses, or earn promotion in their employment; persons who wish to study subjects related to their interests, hobbies, or employment; senior secondary school students who wish to supplement their school programs; students temporarily absent from the province who wish to maintain continuity in their education; students who are unable to attend school for medical reasons or because of distance from school.

A calendar which gives information about the conditions of eligibility for enrolment, the courses, and the services of correspondence education is published each year.

The courses and services are free of charge to all students, with the exception that Grade 13 students are required to obtain their own textbooks. In many courses the students are supplied with supplementary materials such as science kits or records.

The elementary school program is available to students of compulsory school age. Basic courses in English and mathematics are offered to adults who may not have completed elementary school or who may wish to review their knowledge of these subjects. The secondary school program consists of 113 courses in the five years of secondary school.

A certificate is issued upon the successful completion of each course. This certificate has the same validity as one issued by an elementary, secondary, or inspected private school in Ontario. The Branch grants Secondary School Graduation diplomas and Secondary School Honour Graduation diplomas to students who meet the requirements for the diploma concerned.

French-Language Education

The Government of Ontario recognizes the principle that English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

Legislation permits a school board to establish classes or schools for the provision of French-language education. It *requires* a board to provide French-language instruction when a sufficient number of students elect to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1977, the Province of Ontario had 300 elementary schools and 25 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 31 secondary schools offering all or part of the curriculum in the French language, except for the teaching of English/Anglais. Enrolment in French-language instructional units for the 1977-78 school year totalled 72 813 at the elementary level and 30 639 at the secondary level.

It is standard practice in the Ministry to ensure that the needs of French-speaking pupils are taken into consideration in the development of programs. Efforts are also made to produce French-language versions of most Ministry documents, especially in the area of curriculum.

Many initiatives were undertaken to further improve the quality of French-language educational services in Ontario. In recognition of the higher costs of providing programs for French-speaking students, the Ministry announced additional financial assistance to school boards. The new grants were clearly identified as being in support of the programs of French as a minority language and are conditional upon Ministry approval of the school board's plans for its French-language instructional units.

In order to recognize the rank and status of the chairman of the Council on French-Language Schools, the role has been enlarged under the title of Assistant Deputy Minister, Council on French-Language Schools.

Other initiatives included:

- the allocation of grants to assist school boards in providing educational leave to professional staff in French-language instructional units for the purpose of attending, on a full-time basis, university credit courses leading to qualification in such areas as speech therapy and psychology;
- the establishment of a bursary program designed to assist teachers in French-language instructional units to upgrade their basic qualifications and to acquire specialized competencies during the winter months;
- the establishment of a fund to develop French-language textbooks in specified areas of the curriculum;
- a major revision of the Grades 1 to 8 correspondence courses offered in French for French-speaking children who are unable to attend school. Français courses in Grades 9 to 13 are now offered, and the development of several other secondary school courses for French-speaking students has been initiated.

Teacher Education

As stated in the introduction to this report, the Ministry will cut, by almost 50 per cent, the enrolment at the Ontario Teacher Education College in September 1978.

The cut in enrolment at the College recognizes the declining demand for teachers in Ontario. During the 1977-78 school year, 293 students were enrolled at the College's Hamilton campus and 525 at the Toronto campus. Under the announced reductions the total enrolment will be limited to 450, with 300 at the Toronto campus and 150 at Hamilton.

The Ministry is responsible for establishing the standards required for teacher-education programs throughout the province. The Ministry is also concerned with the certification of all teachers and the provision of the programs of the Ontario Teacher Education College.

The basic program of the Ontario Teacher Education College is structured around a group of student teachers and a master teacher. The master teacher counsels and supervises the practice-teaching of the students and does some of the teaching in the foundation and curriculum aspects of the program.

Supplementary certificate programs are offered in the areas of French for English-speaking pupils, special music, special education, teaching English as a second language, and library training.

The Ministry's Teacher Education Branch acts as a liaison between the Ministry of Education and the faculties of education at Ontario universities to ensure that their programs meet Ministry requirements for certification.

A total of 1779 students took the one-year elementary teacher-training courses offered by the various faculties of education at Ontario universities, and 160 students were enrolled in combined undergraduate and teacher-training programs. Thus, a total of 2783 students were preparing to become elementary school teachers in Ontario in 1977-78. Another 2974 students were enrolled in secondary school teacher-training programs at the faculties of education; 750 of these were taking optional courses that would prepare them for elementary teaching as well.

In May 1975, the Ministry entered into an agreement with the Council of Ontario Universities concerning the review of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, or college of education every five years. The reviews are conducted by a team with representation from the Ministry, the Ontario Teachers' Federation, the university concerned, the local Regional Education Council, and the Council of Ontario Universities. The purpose of the reviews is to gather information to improve the quality of Ontario teacher-education programs. During the school year 1977-78 the teacher-education programs at Ottawa University (English) and York University were reviewed.

Professional Development

The Ministry operates a wide variety of programs aimed at providing certificated teachers with opportunities to improve their professional standing.

These include:

1. the provision and co-ordination of in-service training programs, including summer and winter courses, for teachers;
2. liaison with faculties of education that are providing in-service summer and winter courses for teachers;
3. the provision of pre-service and in-service programs for educational administrators and supervisory officers in co-operation with other educational organizations;
4. assisting in the provision of staff-development programs for Ministry personnel; and
5. organizing educational exchange programs for professionals within the province and country.

In 1977, the Ministry approved and issued 9973 certificates to teachers who graduated from university faculties of education and from Ministry of Education summer courses. To assist teachers who are available for professional development during the winter months, thirty-one board-sponsored winter courses were approved and monitored in 1977. These were attended by 2467 teachers.

Special French-language professional development programs for teachers, funded by the federal Department of the Secretary of State, were administered by the Ministry. The aim of the programs was to support the professional development of teachers of French-language instructional units. Money from the fund is available to assist these teachers through seminars, workshops, or courses. Applications for assistance from the fund were accepted from school boards, the Ontario Teachers' Federation and its affiliates, the Ontario Teacher Education College, the faculties of education, the regional professional development committees of the Ministry's regional offices, and from other professional groups.

Two new programs in support of French-as-a-minority-language programs were implemented in 1977. The first provides bursaries for teachers in such programs who wish to take courses for credit at a university or for a Ministry certificate during the winter term. The second program provides for grants to school boards who wish to have teachers undertake full-time studies (on leave) in highly specialized areas such as speech therapy and psychology.

The Ministry co-ordinates a regional professional development plan that is operated through committees in each region composed of personnel from the Ontario Teachers' Federation, the Ministry's regional offices, the field offices of the Ontario Institute for Studies in Education, and other educational organizations. The committees' aims are to stimulate grassroots activities in professional development among the teachers of Ontario.

Northern Corps

Since its inception in 1966, the Northern Corps program has made possible the staffing of a number of isolated schools in Northern Ontario with qualified and capable teaching personnel.

Isolation is one factor that determines the designation of a school as Northern Corps. Most of these schools are close to railway services, and a few can be reached by road. Some schools, however, are only accessible by aircraft or snowmobile at certain times of the year. In these instances, telephone or two-way radios provide the critical link between the school and the outside world. The other critical considerations are related to the size of the local tax base and the difficulties encountered by the local community in sponsoring persons to serve as trustees. Northern Corps schools are supervised directly by the regional offices of the Ministry of Education.

Having designated a school as Northern Corps, the Ministry assumes responsibility for hiring teachers, providing necessary finances, and equipping the schools with appropriate teaching aids. The schools provide basic education from Grade 1 to Grade 8. Students must board at a larger centre in order to continue their secondary education.

Most teachers are hired by the local District School Area Board. However, with the co-operation of southern boards, teachers are seconded from their schools to participate in the Northern Corps program for terms of up to three years. Conditions are made as attractive as possible for teachers; the schools have living quarters attached or adjacent to the school for which teachers pay a nominal rent. Teachers also receive a Northern Corps bonus of \$1800 and three free trips home each year.

Prior to the commencement of teaching duties each fall, new teachers attend an orientation program. All Northern Corps teachers also take part in a one-week professional development program later in the school year. New teachers participated in the orientation program held in August in Sudbury, and one hundred personnel from the Northern Corps program, isolated boards, and Ministry offices attended the professional development week held in October in Sudbury.

There are nineteen schools designated as Northern Corps schools in Ontario; six of them are one-room schools, eleven are two-room schools, one is a four-room school, and one is a five-room school. The total student population is approximately 600.

Educational Records

One of the prime thrusts of the Ministry has been the continued development of an education information system that will meet the planning needs of the Ministry and yield the necessary information to the education community at large.

The capability of the statistical section to provide a high quality of service to meet the internal requirements of the Ministry and the external demands of other agencies increased during the year. The main concentration of statistical analyses was in the areas of enrolment and projections, teacher demand, and student achievement.

In the teachers' services area, major efforts were made to undertake intensive research with the objective of updating information on foreign educational systems. Further initiatives were taken by a Ministry committee that was established to safeguard the confidentiality of teachers' records. In consultation with officials of other provincial departments of education, the subject of reciprocal recognition of teaching credentials was discussed.

More than 6300 initial basic teaching certificates were issued to new teachers allowing them to teach in the Ontario school system. An additional 9973 certificates in special subjects were issued to holders of basic teaching certificates.

In the student services section, 6789 evaluations of foreign educational documents were processed on behalf of immigrants seeking employment or students applying for admission to the provincial school system.

In addition, 100 792 students were awarded the Secondary School Graduation Diploma, an increase of 2423 over the previous year. During the same period, 43 128 students qualified for the Secondary School Honour Graduation Diploma. Of these, 23 per cent (10 075) received the Ontario Scholarship Award, indicating that they had attained an average of 80 per cent or better in six Honour Graduation credits.

The Ontario Secondary School Bursary Program provided bursaries of \$100 to needy students enrolled in the graduating year of a secondary school course. Approximately 575 students qualified for the bursary during the 1977-78 school year.

Computer Services

The Education Data Processing Branch provides computing services to the Ministry and to a broad segment of the provincial educational community.

For the Ministry, the E.D.P.B. supports a wide variety of administrative, financial, and statistics-gathering systems. The Financial Management System, for example, is the chief accounting and budgeting system for the Ministry. It is used to monitor the total operating budget of the Ministry and to provide input to the government-wide budgeting system. Other computer systems provide data on school board staff, pupil enrolments, curriculum, and teachers, help administer the Grade 13 scholarship program, generate mailing labels, and record stock inventory. The calculation of Ministry legislative grant allocations and per-pupil costs are also computer-assisted.

The Ministry also provided centrally developed computer services to boards and schools to support their educational programs. The services are delivered through a data-processing network known as CRJE (Co-operative Remote Job Entry Network).

All boards and schools in the province that use CRJE services have access to CRJE through any one of the fifteen local computer centres across the province. The member boards use the Ministry as a buying co-operative. The Ministry achieves and passes on significant savings to the members in several areas, including the purchase of forms, transmission lines, and computer-processing power.

CRJE provides the following services to the boards and schools in the province: a student-scheduling service, currently being used by 270 schools to prepare timetables for approximately 300 000 students; an integrated school service, currently being used by some 175 schools to prepare report cards and Ontario Student Record cards for approximately 170 000 students; a student vocational guidance information service, currently providing career descriptions, post-secondary institution information, and training requirements to students in approximately 702 schools; and a payroll personnel service, currently being used by 10 boards to pay their staffs.

Other packaged computer services presently being utilized by boards include objective-test scoring and questionnaire analysis, and student programming. The Ministry also provides the boards with financial and other administrative computer services. All of these services are provided to school boards on a cost-recovery basis.

Educational Research and Evaluation

The Ministry is responsible for planning and administering educational research programs, and for disseminating their results, as well as for developing evaluation systems and analysing evaluative data.

Major projects in 1977 included the analysis, jointly with the Ministry of Colleges and Universities, of the research and the briefs resulting from the review of policies affecting the preparation of students for and their admission into post-secondary education (the Interface Review), the publication and the follow-up of the report of the Minister's Work Group on Evaluation, the implementation of a program of developmental research to help improve educational evaluation, the continuation of the program for the Co-operative Review of School Systems, and the bringing into operation of ONTERIS, an automated data-base for Ontario educational research.

Communication Services

During the year the Ministry provided all members of the educational community, students, parents, and the general public with information on the activities and policies of the Ministry and with general information on the province's educational system.

The Education and You program, a series of fact sheets that outline various facets of Ontario's educational system, retained their popularity throughout the year. A special mailing to schools in January resulted in requests from principals for 900 000 of the brochures. Throughout the year distribution of the brochures was maintained through more than 1 000 retail grocery stores as well as government regional offices, libraries, and Canada Manpower Centres. The fact sheets are available in both English and French.

Information was also provided to the public and members of the educational community through exhibits staged at conferences. Five issues of the publication *Dimensions* were put out during the year. A new facet was added to the *Dimensions* program in December 1977 when a French-language edition was produced. The French-language edition contains translations of the major stories contained in the English-language issue along with other material that is of special interest to Franco-Ontarian educators.

More than 16 000 letters and telephone calls from people seeking information were answered by Ministry information staff.

The Communication Services Branch provided editing, design, layout, and printing co-ordination to other Ministry branches to assist them in the production of more than 130 documents throughout the year.

Ontario Student Leadership Centre

Each year, the Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, hosts seven courses in five separate student leadership development programs from June 1 to October 1. Secondary schools are invited to nominate one candidate for each program. All programs were oversubscribed, and more than 1500 students participated in 1977. Programs are staffed by school board and Ministry personnel. The average staff-student ratio is 12:1.

In addition to the Ministry programs, many youth and adult groups made use of the Centre's facilities during May, September, and October to conduct various types of programs ranging from sports clinics for teachers and coaches to student leadership courses offered by individual schools.

Summer Employment Programs for Students

As part of Experience '77, the Ontario government's summer employment program for students, the Ministry conducted co-operative programs with eighty-seven Ontario school boards. More than 1452 students were employed in 258 projects across the province. In addition to providing a meaningful experience for the students, each project made a worth-while contribution to the community.

The Ministry of Education also provided summer employment for eighty-seven students within the Ministry under the Student Summer Activities program.

International Teacher-Exchange Programs

During the year the Ministry arranged teacher-exchange programs between Ontario and Switzerland, Bermuda, and Belgium. Under the agreements, two teachers from Switzerland, one teacher from Bermuda, and four teachers from Belgium will be exchanged with Ontario teachers. Negotiations were initiated for teacher exchanges with the Scandinavian and Caribbean countries, Austria, Luxembourg, Portugal, and Israel.

Under a teacher-exchange program with France, a group of nine second-language teachers on exchange from France began teaching French in Ontario schools, while nine Ontario teachers of French as a second language taught English in French schools.

Under teacher-exchange programs with the Netherlands and West Germany, four Ontario teachers are teaching in the Netherlands and eight Ontario teachers are teaching in West Germany; the same numbers of teachers from the Netherlands and West Germany are now teaching in Ontario schools.

Also during the year, thirty-seven Ontario teachers and two Ontario vice-principals travelled to the United Kingdom and two teachers to the United States under teacher-exchange programs with the League for the Exchange of Commonwealth Teachers and the U.S. Office of Education. These programs are conducted every year, and over a hundred applications were received during the fall of 1977 for participation in the 1978-79 programs.

There are also thirty-eight Australian teachers and two Australian Ministry officials on exchange in Ontario and an equivalent number of Ontario teachers and officials are on exchange in Australia: eight in Western Australia, four in Victoria, six in South Australia, thirteen in New South Wales, four in Queensland, and five in the Australian Capital Territory (Canberra) and the Northern Territory.

Ontario Young Travellers (Visites ontariennes)

Toronto has a concentration of provincially sponsored educational and cultural resources — the Ontario Legislature, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place, and the McMichael Collection — which are unavailable in other provincial centres. A visit to Toronto can be a valuable experience for any student, but for those who live at a great distance from the city it can be very expensive. With this in mind, the Ontario Young Travellers program provides financial assistance to students in Grades 7 and 8 from Northern Ontario who wish to visit the provincial capital as part of the educational experience. The school must provide evidence that the visit is integrated with the school curriculum, must outline follow-up activities, and must provide assurance of adequate adult supervision.

The Ministry provides 90 per cent of the transportation costs from the school location to the provincial capital. Some assistance is provided for the cost of meals and accommodation for students in schools that are more than 800 km from Toronto. The Ministry also assists with accommodation arrangements and the planning of the visit, if requested.

During the year approximately 10 000 students visited the provincial capital from Northern Ontario under the auspices of the Ontario Young Travellers program.

Interprovincial Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 315 students at sixteen Ontario universities and CAAT's are being paid \$3000 each to act as monitors in the schools of twenty-seven Ontario jurisdictions. The students usually work with small conversation groups.

Of the 315 students, some 276 are French-speaking post-secondary students from Nova Scotia, Saskatchewan, Manitoba, Québec, New Brunswick, and Ontario, who are working with English-speaking students studying French as a second language. Thirty of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

Project Canada

This national program — initiated, financed, and administered by the Ministry — is conducted in co-operation with the departments of education of each province (Québec excepted) and the northern territories and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, as well as student-exchange visits, Ontario students gain a broader understanding of the multicultural character of the Canadian people. Moreover, there has been a noticeable increase in the number of teachers using Project Canada to develop their students' second-language skills.

Project School Supplies

Originally launched in 1966 for the purpose of providing used classroom furniture and books to needy schools in the West Indies, the Project School Supplies program was discontinued in July 1977.

Project School-to-School

This school-twinning program, originally launched in 1968, continues to offer Ontario students an opportunity to gain first-hand knowledge about life in the West Indies. This program has also done much to develop co-operation and understanding among young people from different racial backgrounds.

Project Hearing Aids

This project — involving used hearing aids solicited from Canadians from coast to coast for deaf children in the West Indies — is co-ordinated by Humber College of Applied Arts and Technology, and conducted by Dr. Donald Hood, Audiologist, in St. Vincent, W.I.

Educational Exchange Program

The Educational Exchange Program provides financial assistance for groups of students and organizations that wish to undertake reciprocal exchange projects and activities with students and groups in other provinces or countries.

Some 150 groups of Ontario elementary and secondary school students participating in educational and cultural exchanges were supported by the Educational Exchange Program. This was an increase over previous years, due to a new emphasis on, and extra funding for, exchanges directly connected with French as a second language and French as a minority language.

One exchange project that has become an annual affair is the *Connaissance de l'Ontario/Connaissance de la France*. Under this program, twenty-four young people from Ontario spend three weeks getting to know the people and the country of France, and twenty-four youths from France are offered similar experiences in Ontario. This project is carried out with the co-operation of the French embassy.

Ontario-German Student-Exchange Program

In the 1977-78 school year, eighty-two Ontario students participated in a three-month exchange program with students from the Federal Republic of Germany. The students lived in German homes and attended regular German schools. The German students visited their Ontario hosts from September to December in 1977.

Guidance Services and Programs

Many developments have taken place in the area of guidance and counselling, of which the following are a few highlights. The guidance guideline for the Senior Division, with an emphasis on career education, was released to secondary schools. An Intermediate Division document was also developed. A very successful guidance seminar was held in the summer to discuss various components of career education. A small committee was established to study the whole matter of elementary school guidance in the province.

SGIS

The Student Guidance Information Service is now available to all secondary school students, including those in Grades 9 and 10 of the Roman Catholic separate school system. The service has been further developed and refined, with plans formulated to add the French-language mode to the existing system.

Grants

Details of the 1978 general legislative grants to Ontario school boards were announced at the end of January. Total provincial grants to boards will increase by \$90 million in 1978, up 4.79 per cent over last year.

The increase brings to \$1.970 billion the amount of direct provincial grants to school boards.

Grants were increased for programs in special education, for instruction in French both as a first and a second language, and for Heritage Languages programs. School boards were also eligible for additional funds to help offset the cost of teaching English to New Canadians.

Funding for pupils in Grades 9 and 10 in Roman Catholic separate schools was increased, in keeping with the recommendations of a Ministry grants-advisory committee made up of public and separate school representatives.

A series of meetings were held across the province in mid-February to explain the details of the 1978 grants to school board officials.

The 1978 provincial grants to meet the basic operating expenditures of school boards were based on per-pupil ceilings of \$1299 for each elementary school pupil and \$1841 for each secondary school pupil. Grants and local mill rates vary according to a board's actual spending in relation to these figures.

The basic grant-ceiling figures are adjusted upwards by grant-weighting factors which give boards extra funds to compensate for unusually high costs related to such aspects as special education, compensatory education, and sparse population.

A school board that spends beyond the grant ceilings has to raise the extra funds required by increasing the local mill rate, thus increasing local property taxes.

The grants program continued to provide \$500 000 for community school programs.

As in previous years, priority for capital funding was given to cases involving new housing developments, portable school units, or fire safety and health factors. In keeping with the government's commitment to provide funds to accommodate pupil needs that developed as the result of new housing projects, the greater part of the capital program was directed towards building pupil places.

Private Schools

The Supervision and Legislation Branch is responsible for the co-ordination of the Ministry's relationships with private schools. This co-ordination ensures that the policies and procedures pertaining to these alternative forms of education are in the best interests of the students within their jurisdiction.

In January 1978, 354 private schools were listed with the Ministry, as required under Section 15(1) of The Education Act, 1974. The total private-school enrolment was 58 679. A total of 2326 full-time teachers and 2484 part-time teachers were employed in private schools.

Of the 354 schools listed with the Ministry, 138 were inspected by Ministry officials to determine whether students should be recommended for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma.

Since 1965, the percentage of private secondary enrolment compared to the total secondary enrolment has dropped from 6.6 per cent to 5.2 per cent. However, since 1970, when the total education population began to stabilize, the enrolment in private schools at the elementary level has shown an increase from 1.2 per cent of the total population to 1.9 per cent.

As stated in the introduction to this report, the Ministry reduced to six from nine the number of regional offices across the province. Regional offices at Kingston, St. Catharines, and Waterloo were closed on December 31. Offices were maintained at Thunder Bay, Sudbury, North Bay, Ottawa, London, and Toronto.

Staff of the regional offices that were closed were transferred to other regional offices and to the central office in Toronto. The services provided to school boards by the Kingston office were taken over by the Ottawa office, and the services provided by the St. Catharines and Waterloo offices were assumed by the London and Toronto regional offices.

Miss Frances Poleschuck, a native of Thunder Bay, became the first woman in the history of the Ministry to be appointed to the post of Regional Director of Education. Miss Poleschuck took over the directorship of the Ministry's Thunder Bay regional office in September, succeeding Robert Steele, who retired. Miss Poleschuck began her career in education as a teacher with the Nipigon-Red Rock school board and joined the Ministry in 1969.

The Ministry's six regional offices are the key liaison points between the Ministry and the school boards. They are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions and for ensuring that those policies are implemented. This process is accomplished by policy and program reviews within school boards and by province-wide reviews. The process allows for the clarification of policies, the evaluation of the responses of school boards to these policies, and the communication of local reaction to the Ministry.

Each regional office is headed by a director, who is assisted by regional superintendents and their professional staffs. Increasing attention is being given to the quality of educational programs within regions and to the development of various approaches to educational assessment in co-operation with school boards.

In addition to ensuring that school boards and schools implement Ministry policies, the regional offices provide assistance with program assessment, professional development, and school organization as it relates to educational programs. Education officers are concerned with the interpretation of educational legislation, with the review of principals' evaluations and reports, and with the provision of general liaison between school boards and the Ministry.

The business and finance staff handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, school bus purchases, and the implications of

legislation pertaining to finances. They supply a wide range of support services designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the business and finance personnel in the regional offices to interpret Ministry policies on financial and administrative matters to school boards within their regions and to monitor the school boards' implementation of these policies.

Although program delivery is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide supervisory services for their schools. In these areas, the Ministry's regional offices provide direct supervisory services as part of the Ministry's policy of ensuring equality of educational opportunity for all students.

In addition to the general responsibilities outlined above, the regional offices offer the services of specialists in certain specific areas of expertise. Each office has at least one specialist in the education of exceptional children to help local boards plan and implement programs for such children within their jurisdictions. Each office also has staff members who are able to work with the boards in developing plans for the fuller use of school facilities by the community.

In order to provide assistance to those boards of education and separate school boards that are involved in the establishment, administration, and supervision of French-language instructional units, the Ministry of Education has located French-speaking education officers in the regional offices.

In addition, three teams of consultants are located in the eastern, south-central, and northern parts of the province to provide a direct consultative and professional development service to French-language schools.

Attendance Recording Procedures Committee

Following the report of the Attendance Recording Task Force, a new committee, identified as the Attendance Recording Procedures Committee, was established early in 1977, with representation from each of the regional offices. The Committee's objectives are to establish implementation procedures for the recommendations contained in the report and to place a priority on these recommendations.

Advisory Council for Special Education

The purpose of the Advisory Council for Special Education is to assist the Ministry in ensuring that its efforts in the area of special education are closely related to the needs in that field. Representatives on the Council are from the Alliance for Children, the Council for Exceptional Children, the Council for Administrators of Special Education, the Ontario Committee on the Physically Handicapped, the Ontario Psychologists' Association, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the Paediatricians of the Ontario Medical Association.

Committee on Alternative Approaches for the Financing of Education in Ontario

This Committee was established in late 1976 to enable representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Ontario Association of Education Administrative Officials, and the Ontario Association of School Business Officials to provide input to the Minister of Education regarding the distribution of the general legislative grants to school boards. During the year, the Committee, chaired by James Martin, director of the Ministry's School Business and Finance Branch, held several meetings. The Committee has seventeen members.

Data-Sharing Task Force

This group continues to explore the possibilities of sharing information with various agencies that require education-related information. The purpose of this is to reduce the duplication of information requests from teachers, school officials, and students.

The Ministry of Education Interface Review Committee

This Committee, which included representatives from organizations of teachers, trustees, and school officials, was asked to examine the briefs submitted by interested groups, and the research completed, in connection with the review of policies affecting the preparation of students for, and their admission into, post-secondary education (the Interface Review). The Committee operated from May to September 1977, and advised the Minister on both short- and long-term actions he should consider with respect to the outstanding issues at the secondary/post-secondary interface.

The Joint Co-ordinating Group for the Review of the Interface Between Secondary and Post-Secondary Education

This is an internal group of officials from the Ministry of Education and the Ministry of Colleges and Universities which has been co-ordinating the ministries' joint review of policies affecting the transition of students from secondary to post-secondary education. The group's major activity in 1977 has been the analysis of the recommendations received from the various advisory committees set up in connection with the review, the identification, and the costing of major policy options, and the recommendation to the Minister of the specific steps that should be taken.

Ontario Teacher Education College Advisory Committee

The membership of this Committee includes representatives of the teaching profession, school trustees, and the general public. The Committee meets about six times per year and advises the Minister on all matters relating to the operation of the Ontario Teacher Education College.

The Native Education Co-ordinating Committee

The purpose of this Committee is to develop policy and procedures that relate to the development and implementation of programs for Native peoples. It was established in 1974 and includes representatives from five Ministry of Education branches.

The H.S.1 Advisory Committee

The purpose of the H.S.1 Advisory Committee is to make recommendations related to the requirements for secondary school diplomas. Representation on the Committee is from the Ontario Secondary School Headmasters' Council, the Ontario Secondary School Teacher's Federation, other Ontario Teachers' Federation affiliates, and the Ministry of Education.

Ministry Committee on Multiculturalism

This committee was formed in January 1975 to review current Ministry policy on multiculturalism, to develop new policy, and to suggest implementation strategy. It comprises representatives from seven Ministry branches.

Ministry Committee on the Heritage Languages Program

Formed in November 1977, the Ministry Committee on the Heritage Languages Program provides co-ordinating, liaison, and monitoring functions for the implementation of this new program. The Committee includes representatives from seven branches of the Ministry of Education.

Committee to Prepare Guidelines to Avoid Bias and Prejudice in Learning Materials

This Committee was formed in September 1977 to develop a set of guidelines which would assist authors and publishers in avoiding bias, prejudice, stereotypes, and misinformation about various groups during the process of producing educational materials to be considered for use in Ontario schools. Representatives are from the Board of Education for the City of Toronto, the Ontario Human Rights Commission, the Canadian Book Publishers Council, the Association of Canadian Publishers, the Ontario Advisory Committee on Multiculturalism, the Urban Alliance on Race Relations, the Canadian Society of Muslims, the Council of Muslim Communities of Canada, the Canadian Council of Christians and Jews, the Sikh community, the Black Liaison Committee, and the Ministry of Education.

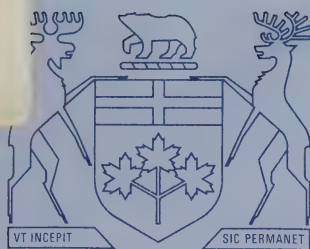
The Minister's Advisory Committee on Community Schools

Formed in September 1975, this Committee makes recommendations to the Minister of Education regarding policy pertaining to the community school concept. The Committee is composed of independent members, representatives from educational associations, and representatives from the Ministry.

Publications

Partial list of publications issued during the 1977-78 fiscal year:

After 8?
An Approach to Reading
Canada's Multicultural Heritage
Canadian-American Relations
Circular 14, 1978
Circular 14A and Circular 14B
Current Affairs
Dimensions (4 issues)
Directory of Education, 1977-78
Education for Students Who Are Homebound, Hospitalized, or in a Residential Treatment Centre
Education Statistics, Ontario, 1977
English, Intermediate Division
English, Senior Division
English as a Second Language/Dialect
Family Studies, Senior Division
Film Catalogue, 1977
Français, cycle intermédiaire
From Values to Laws
Geography, Intermediate Division
Guide for the Development and Planning of French as a Second Language
History, Intermediate Division
Mathematics, Intermediate Division
Multiculturalism in Action
Ontario Elementary and Secondary School Enrolment Projections, 1977-1986
The Opening of the West
People of Native Ancestry, Intermediate Division
Rebellions
Remembrance Day, 1977
Report of the Minister of Education, 1977-78
Report to the Minister of Education of the Work Group on Evaluation and Reporting
The Student and the Secondary School Program (fact sheet)
Student Guidance Information System Master List of Careers
Supplement to Circular H.S.1, 1977-78
Teaching and Learning French as a Second Language
Vocabulaire de l'éducation (7 issues)



Ontario

Education

**Report of the Minister of Education,
1978-79**

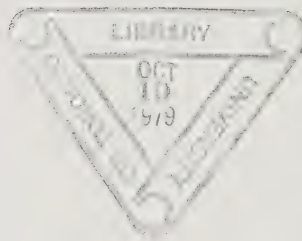
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Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1978*.

Respectfully submitted,

Bette Stephenson, M.D.
Minister of Education



The Honourable Pauline M. McGibbon
Lieutenant-Governor of Ontario

Madam:

It is my privilege to present, for the information of Your Honour and the legislative assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1978 and ending March 31, 1979.

It is the objective of the Ministry of Education to provide equal educational opportunities for all the students in Ontario's elementary and secondary schools. To attain this objective the Ministry concerns itself with every aspect of elementary and secondary education and works in close co-operation with the publicly elected school boards in an attempt to ensure that a full range of programs is provided by every school board.

Several new initiatives were undertaken by the Ministry during the year, particularly in the field of special education. Details of these and other highlights of the year's activities are given in this report.

Table of Contents

Introduction	4	Ministerial Task Forces and Committees	18
Curriculum	5	Advisory Committee on Financing Education	
Programs		Advisory Council for Special Education	
<i>Circular 14</i>		Attendance Recording Procedures Committee	
Learning Materials Development Plan		Committee to Prepare Guidelines to Avoid Bias and Prejudice in Learning Materials	
Services for Education	7	Data-Sharing Task Force	
Special Education		H.S.1 Advisory Committee	
Schools for the Blind and Deaf		Joint Co-ordinating Group for the Review of the Interface Between Secondary and Post-Secondary Education	
Developmental Centre Schools		Minister's Advisory Committee on Community Schools	
Training Schools		Ministry Committee on the Heritage Languages Program	
French-Language Education		Ministry Committee on Multicultural Education	
Northern Corps		Native Education Co-ordinating Committee	
Correspondence Courses			
Teacher Education		Publications	19
Professional Development			
Educational Research and Evaluation			
Educational Records			
Computer Services			
Central Services			
Special Projects	14		
Educational Exchange Program			
Guidance Services and Programs			
International Teacher-Exchange Programs			
Interprovincial Second-Language Monitor Program			
Ontario-German Student-Exchange Program			
Ontario Student Leadership Centre			
Ontario Young Travellers (Visites ontariennes)			
Project Canada			
Project Hearing Aids			
Project School-to-School			
Student Guidance Information Service (SGIS)			
Grants	16		
Private Schools	16		
Regional Services	17		

Introduction

The past year has been one of major change for the Ministry of Education. During the year the Ministry has gained both a new Minister and a new Deputy Minister.

Dr. Bette Stephenson, M.D., was appointed Minister of Education in August. Dr. Stephenson, a cabinet minister since her election to the provincial legislature in 1975, succeeded Thomas L. Wells, who had held the education portfolio since 1972.

In January, Premier William Davis announced the appointment of Dr. Harry K. Fisher as Deputy Minister of Education. Dr. Fisher, assistant deputy minister of the Ministry's Education Administration Division, succeeded George Waldrum, who had been Deputy Minister for the previous five years. Mr. Waldrum, who joined the Ministry in 1961, was appointed Chairman of the Civil Service Commission.

Premier Davis announced at the same time that the Ministry of Education and the Ministry of Colleges and Universities would be integrated. Dr. Stephenson has been holding both portfolios since August. Dr. Fisher will be the Deputy Minister of the new integrated Ministry of Education.

Since the Premier's announcement, Ministry staff have been involved in studies that will lead to the complete integration of the two ministries later this year.

Other developments during the past year included an announcement that the Ontario Teacher Education College, with campuses in Toronto and Hamilton, would be closing. In keeping with a decreased need for teacher trainees, the enrolment at the college in September was reduced to 450 trainees, about half of the previous year's enrolment. The college will close at the end of the current term. The closing marks the end of eighty-eight years of direct involvement in teacher training by the Ministry.

The past year also saw major initiatives in the field of special education. School boards will be required to establish "early-identification" procedures to ensure that the learning needs of each child are identified when the child enters school. This will give the boards the information necessary to develop educational programs to serve the needs of individual students. Boards are also expected to provide programs for children with learning disabilities.

The Ministry has established the Trillium School, the first provincial residential school for children with learning disabilities who need a residential component in their educational program. This school is located at the facilities of the Ernest C. Drury School for the hearing handicapped in Milton. Trillium, which will have a maximum enrolment of forty students, includes an in-service training program for teachers employed by school boards across the province which will help them to create and maintain programs for children with learning disabilities. A similar school, for francophone children with learning disabilities, is scheduled to open in Ottawa in September 1979.

During the year, two major studies were completed and many of the recommendations in them are presently being considered by Ministry staff. The final report of the Committee on the Costs of Education was released in October. The committee, under the chairmanship of businessman Thomas McEwan, studied many aspects of education and has issued seven interim reports since its formation in 1971.

The Commission on Declining Enrolments, under Commissioner Robert Jackson, also concluded its work during the year. The commission's final report, containing some 107 recommendations, was released early in January.

Programs

Curriculum Development

Thirty-four English-language and fourteen French-language curriculum documents were printed and released during the fiscal year 1978-79.

At the Intermediate Division level, a comprehensive curriculum guideline for science, one of the required subjects, was distributed to school boards in the autumn of 1978 for implementation by school boards in September 1979. The guideline defines core and optional topic areas, and provides detailed teaching suggestions for each topic area. Other Intermediate Division curriculum guidelines were distributed for physical and health education and for guidance. In addition, the printed French-language draft guideline for mathematics was made available. The mathematics guideline is a long-term project involving field-testing and validation. *Language Across the Curriculum*, a support document for English, was also distributed to all school boards. This document emphasizes the importance of language interaction in all subject areas. It has been enthusiastically received, and has generated a considerable amount of professional-development activity in the school systems. Five "curriculum ideas for teachers" pamphlets on Canadian history and two on Canadian geography have been distributed to schools during the year.

Senior Division curriculum guidelines for geography and accountancy were also completed. At the Primary and Junior levels there are now twenty "curriculum ideas for teachers" support documents in the schools. Six were added this year, five of them dealing with special-education topics and one with fitness.

A new *Circular H.S.I 1979-81, Secondary School Diploma Requirements* was distributed in English and French in the autumn. The circular indicates new policy on such matters as compulsory English credits at the Senior level, levels of difficulty in courses of study, course calendars for schools, limits on the number of credits in each subject at the Honour Graduation level, and a standardized scale in numbers and letters for reporting student achievement. It also clarifies policy for equal access by male and female students to all courses offered in secondary schools. One feature of the circular's revised format is the introduction of a glossary of terms.

Following release of the resource guide *Sex-Role Stereotyping and Women's Studies*, the Ministry in co-operation with the Ontario Association for Curriculum Development sponsored an implementation conference in September. Five hundred educators from Ontario and representatives from eight other provinces attended. Workshops and addresses dealt with such issues as the evolution of Canadian law, the arts and sciences, family relationships, technology and the work force, and guidance counselling.

Native Peoples' Education

Implementation of the *People of Native Ancestry (PONA II)* resource guide for the Intermediate Division (released in the autumn of 1977) continued during the year. Numerous requests for *PONA II*, and for *PONA I* (the equivalent of *PONA II* for the Primary and Junior levels) and its related support package, *Touch a Child*, indicate that these materials are widely used in Ontario schools. Educators from several provinces and from other countries have also requested copies.

The Ontario Native Education Council, jointly funded by the Ministry of Education and the federal Department of Indian Affairs and Northern Development, was established in August 1978. The council's membership includes representatives from native organizations and from the governments of Ontario and Canada. The council will study the recommendations contained in the report of the Task Force on the Educational Needs of Native People, consider various concerns and issues in native education, and present recommendations for action to both governments.

Multiculturalism

New multicultural initiatives included the development of various strategies in the area of intercultural and interracial relations. An experimental leadership-training program was designed for high school students; resource material for teachers was prepared for the third conference of the Human Rights and Civil Liberties Institute; guidelines for authors and publishers of school materials were produced by an advisory committee which considered ways to ensure that new materials in preparation will promote racial, religious, and cultural tolerance and integrity.

Other initiatives were undertaken to ensure recognition of the multicultural concept in existing curricula at the Intermediate level.

Heritage Languages

The second year of the Heritage Languages program showed a 21 per cent increase in student enrolment. Over 60 000 elementary school students participated in the program during the 1978-79 school year. The number of languages offered also increased from thirty to forty; among the additions were classes in Gaelic, Arabic, and Gujarati. The Ministry has encouraged school boards to exchange information on curriculum materials and has undertaken an informal review of selected programs in the province. The program has been authorized under Ontario Regulation 704/78 as an addition to the regular school program through the provisions for continuing education and receives funding through the general legislative grants.

French as a Second Language

In March 1979 draft copies of a proposed core French curriculum guideline for Kindergarten to Grade 13 were sent for validation to all directors of education and their superintendents of language, as well as to every elementary and secondary school in Ontario. The final draft of the guideline will be prepared during the summer of 1979 and will take into account the recommendations of the validators. It is expected that the guideline will be distributed for implementation in September 1980.

A French resources list in support of the guideline is already in production. This document is an annotated bibliography of print and non-print learning materials for core programs from Kindergarten to Grade 13.

French as a Minority Language

The new program for the production of much-needed textbooks and learning materials for use in French-language schools was launched in December 1977. In the fiscal year 1978-79, the sum of \$2.5 million was allocated for the program.

Projects were submitted on a competitive basis by publishing companies, media producers, non-profit organizations, and individuals, and approval was given to proceed with the production of 217 French textbooks, kits, and audio-visual materials in all subject areas at the elementary and secondary levels. These materials consist of both original materials in French and translations and adaptations to meet the needs of Ontario's French-speaking students. These materials will be produced during the next twenty months.

Community Schools

The Community School Development Grant Plan was continued for the fifth year. The grant plan and other aspects of the community-school concept will be reviewed by the Minister's Advisory Committee on Community Schools. The committee's term of service has been extended into 1979 so that it can respond to the results of the current provincial review of community schools.

Circular 14

Circular 14, the annual publication listing all textbooks that have been reviewed and approved for use in Ontario schools, showed a steady growth of new titles in both English and French during the year. In selecting textbooks for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

The Book Purchase Plan, under which sample copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application, provided 423 542 copies of 247 titles to 4668 schools and boards during 1978.

Learning Materials Development Plan

The Learning Materials Development Plan continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials in the English and French languages.

To date many different types of specialized learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as: the arts, special education, multiculturalism, technological and business education, education of and about native people, values, French as a first or second language, and women's studies.

Through the 1978 plan competition, twenty-six projects were funded for the development and production of print and non-print materials for students enrolled in programs for learning French as a second language. Readers, a reading series, films, picture-study cards, an anthology, a thesaurus, textbooks, records, sound filmstrips, and tests are examples of the kinds of materials to be produced for students enrolled in core, extended, and immersion programs of this type.

Procedures for publicizing these specialized materials are presently being developed.

Special Education

Several major steps have been taken with regard to special education. In December the Minister of Education informed members of this assembly that legislation would be introduced to make school boards responsible for providing special-education programs in the schools within their jurisdiction. Boards will also have to establish early-identification procedures for students starting school. These procedures will help assess the learning needs of every student entering school for the first time so that teachers may develop educational programs that will best serve the students' needs. It will also be stipulated that boards are to provide programs for children with learning disabilities.

Plans are well advanced for the opening of the Trillium School, the first provincial residential school for anglophone children with severe learning disabilities. A second such school will open in September in Ottawa and will provide programs for francophone children with learning disabilities. In-service teacher-training programs will be provided in each facility.

In January, two significant Special Education Branch appointments were announced. Mr. Burton Borthwick became Program Director of the Trillium School (located in Milton), and Mr. Clive Hodder assumed the responsibilities connected with bringing the Ministry's plans for learning-disabilities programs to the Ontario school system as a whole.

During the year, Ministry staff continued to advise parents, school boards, and agencies on matters relating to effective educational placement for exceptional students. Regional- and central-office staff as usual attempted to provide the most up-to-date information available in this important area of responsibility.

The Ministry co-operated with the Ontario Teachers' Federation in the production of two new workshops on special education during the year. A seminar for teachers of gifted and talented students was conducted through the joint efforts of the Association for Bright Children and the Ministry. Another co-operative seminar, this time with the Ontario Association for Children with Learning Disabilities, was held for teachers, parents, and trustees on the provision of programs and services for children with learning disabilities.

The first three of a series of eight curriculum resource supplements — *Vision, Gifted/Talented Children*, and *Children With Physical Handicaps and Health Impairments* — were produced. Additional specialized supplements are planned for subsequent years.

Ministry summer courses in the field of special education came to an end in 1978 but will be provided, along with some winter courses, by the faculties of education of several Ontario universities in future years. Ministry staff will continue to work closely with faculty-of-education staff to ensure the continuance of a high standard of education for teachers.

The Interministerial Committee on Children's Services ceased to exist on December 31, 1978, but work in this area continues through several ad hoc committees such as the Learning Disabilities, the School Age Retarded in Developmental Day Care Centres, and the Child Abuse committees.

Schools for the Blind and Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has an enrolment of 220 students. The aim of the school's program is to prepare blind students to live independently in a not artificially sheltered environment through the provision of a high standard of education tailored to the needs of these pupils. The curriculum is based on the general programs developed for all pupils in the province and offers the full range of courses from *H.S.I* at the secondary level. A teacher-training program for teachers of both the blind and the deaf and blind is provided at the school.

Comprehensive, personalized 'life-skills' programs are designed to train pupils to function competently in many of the same work environments as non-handicapped persons. Strong efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. Through this program, a number of senior students resided in boarding homes in Brantford for the entire school year. So that students can also continue to function as members of their families, weekly transportation home is provided for most of them. Students from northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. It also offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The Ministry operates three schools for the hearing handicapped — the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Roberts School in London. All three are regional resource centres for the hearing handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for their own pupils. These services include audiological and psychological assessment, educational programming, consultation on and in support of local programs, pre-school visitations and courses, and public information.

The Roberts School, with an enrolment of 116 residential and 61 day pupils, and the Ernest C. Drury School, with an enrolment of 133 residential and 209 day pupils, offer five-day-a-week residential programs, with all residential pupils returning home each weekend. The Sir James Whitney School, with 254 residential and 72 day pupils, also makes provision for weekly trips home for more than half of its residential enrolment; but, since it serves the distant northern areas of the province, it provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to help the pupils from northern areas visit their homes as often as possible.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated smaller groupings and personalized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *H.S.I* to provide, wherever possible, the same school experiences as those available to non-handicapped children. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities — the Kingston Psychiatric Hospital, the Chedoke-McMaster Family Services Centre in Hamilton, and the Children's Psychiatric Research Institute in London — gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Three graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized university for the deaf in the world. Twelve provincial school graduates entered other post-secondary programs. Five graduates entered regular employment, and one entered sheltered employment.

The Teacher Education Centre in Belleville provides a one-year, postgraduate training program for certified teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing handicapped. Eighteen trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education upon successful completion of their studies. Next year, the Ministry will continue to offer a limited bursary program in an effort to provide the province with a sufficient number of qualified teachers for all programs for hearing-handicapped students.

Developmental Centre Schools

There are currently some 1200 students in the thirteen Developmental Centre Schools. The students may be mentally retarded, developmentally handicapped, or emotionally disturbed. Many are multihandicapped. The prime goal of these schools is to provide opportunities for each pupil to acquire the basic skills, knowledge, and attitudes that he or she needs for participation in society.

Regular evaluations help the staff in these schools to assess students' individual progress towards the fullest possible development of their potential. Case reviews are co-operative efforts involving local staff members of the ministries of Education, Health, and/or Community and Social Services.

The programs provided are designed to encourage participation in social and recreational activities in both school and community. The idea that these students can and should be more integrated into the community is being increasingly accepted by members of the host communities whose positive support of the programs has been encouraging. Communication skills, motor skills, and "life skills" are included in all of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multihandicapped, retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems as well.

Specially trained teachers are essential if the programs are to have positive results. Teachers from Developmental Centre Schools continue to attend workshops, seminars, and courses in special education. Some schools are actively involved in providing leadership in in-service education in their own localities.

Training Schools

There are currently some 400 students in educational programs in the seven training schools operated by the Ministry of Community and Social Services, Children's Services Division.

Since July 1977, the Ministry of Education has been providing administrative and professional assistance in these facilities, through a staff of qualified teachers under contract to the Provincial Schools Authority, to ensure the availability of appropriate programs. A small group of trade instructors employed by the Ministry of Community and Social Services, Children's Services Division, also contributes its expertise to the project.

The educational units within these facilities provide special programs to meet the diverse needs, interests, and abilities of their students.

In addition, the Ministry of Education provides an educational support service to St. John's School, a private Roman Catholic training school.

French-Language Education

The government of Ontario recognizes the principle that English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when a specified number of students request to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1978, there were in Ontario 301 elementary schools and 25 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 35 secondary schools in which all or part of the curriculum, except for English/Anglais, was taught in the French language. Enrolment in French-language instructional units for the 1978-79 school year totalled 70 348 at the elementary level and 30 499 at the secondary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking pupils are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of most Ministry documents, especially in the area of curriculum.

Many initiatives were undertaken to improve further the quality of French-language educational services in Ontario. In recognition of the higher costs of providing programs for French-speaking students, the Ministry continued its additional financial assistance to school boards. More precise guidelines for the utilization of those grants were issued.

Grants were continued this year to help school boards provide leave to professional staff in French-language instructional units for the purpose of undertaking full-time, university-level studies in such highly specialized areas as speech therapy and psychology.

The bursary program designed to help teachers in French-language instructional units upgrade their basic qualifications and acquire specialized competencies during the winter months was continued, as was the fund designed to assist the professional development of teachers of French as a second language and teachers in French-language instructional units.

The fund to develop French-language learning materials in specified areas of the curriculum was also continued and, as a result, more than 200 projects were accepted for assistance.

New initiatives in this field include:

- The establishment through secondments, under the direction of a provincial co-ordinator, of three French-language consultative-services teams, each comprised of six specialists and one regional co-ordinator. These teams are also able to draw upon the expertise of other specialists on a part-time basis. The teams give school boards and teachers across the province access to a high level of expertise in various areas of French-language education.
- The introduction of regulations requiring, under certain conditions, the appointment of French-language co-ordinators and vice-principals for classes established under Part XI of the Education Act. These regulations further require such co-ordinators or vice-principals to have received their training in a French-language institution. The same requirement was brought about through changes in existing regulations for the principals of French-language schools.

— A French-language version of the Ministry's computerized guidance system was put into operation. This system offers students information about the basic characteristics and educational requirements of some 6000 professions.

The Ministry continued to provide grants to school boards to establish French-language classes at the elementary level. Additional grants are also made available to school boards that provide continuing-education programs to French-speaking adults where French is the language of instruction.

In correspondence education, the elementary French-language courses were revised during the year, and a number of additional courses are planned for the secondary level.

The Ministry also provided financial support to the Centre franco-ontarien de ressources pédagogiques and to the Education Centre at the Ministry's midnorthern regional office.

Northern Corps

Since its inception in 1966, the Northern Corps program has made possible the staffing of a number of isolated schools in northern Ontario with qualified and capable teaching personnel. Isolation is one factor that determines the designation of a school as Northern Corps. Most of these schools are close to railway services and a few can be reached by road. At certain times of the year, however, some schools are accessible only by aircraft or snowmobile. In these instances, the telephone or two-way radio provides the critical link between the school and the outside world. Other considerations are related to the size of the local tax base and the difficulties encountered by the local community in sponsoring persons to serve as trustees. Northern Corps schools are supervised directly by the regional offices of the Ministry of Education.

Having designated a school as Northern Corps, the Ministry assumes responsibility for assisting the school boards to hire teachers, providing necessary finances, and equipping the schools with appropriate teaching aids. The schools provide basic education from Grade 1 to Grade 9. Students must board at a larger centre in order to continue their secondary education.

Most of the teachers are hired by the local district school area boards. In addition, with the co-operation of southern boards, teachers are seconded from their schools to participate in the Northern Corps program for terms of up to three years. Conditions are made as attractive as possible for the teachers. The schools have living quarters attached or adjacent to the school for which teachers pay a nominal rent. Teachers also receive a Northern Corps bonus of \$1800 and three free trips home each year.

Prior to the commencement of teaching duties each fall, new teachers attend an orientation program. All Northern Corps teachers also take part in a one-week professional-development program later in the school year.

There are nineteen schools designated as Northern Corps schools in Ontario and their combined student enrolment is approximately 550.

Correspondence Courses

Through the Correspondence Education Branch the Ministry of Education offers a program of correspondence courses for residents of Ontario. The program includes elementary school courses from Grades 1 to 8 and 113 secondary school courses from Grades 9 to 13.

Approximately 500 students are enrolled in the elementary school courses and 75 000 in the secondary school courses. These services are maintained by 107 permanent staff members and about 740 associate teachers who evaluate the students' assignments on a fee-for-services basis.

The courses and services are free of charge. Textbooks are lent free of charge for all courses except those in Grade 13.

The program provides educational opportunities for Ontario residents who might otherwise be denied them, and for residents whose circumstances are such that an alternative to classroom instruction is necessary or desirable. The thousands of residents each year who take advantage of the opportunities for learning by correspondence have widely diverse backgrounds, ages, and objectives. They include mature students resuming their studies in order to qualify for diplomas; students seeking admission to post-secondary courses or promotion in their employment; persons studying subjects related to their interests, hobbies, or employment; Senior secondary school students seeking to supplement their school programs; students temporarily absent from the province who are concerned about maintaining continuity in their education; students who are unable to attend school for medical reasons or because of distance from school; and students released from school for whom correspondence courses provide an alternative educational opportunity.

Ministry policies and the regulations governing secondary school diplomas and related matters are observed.

The correspondence education program includes courses in required subjects and in a sufficiently wide variety of subjects and areas of study at a variety of levels of difficulty that correspondence students can capitalize on their individual abilities, interests, and needs, and attain their educational goals.

A counselling service is maintained to assist students in selecting courses which are in keeping with their individual backgrounds and objectives.

The Correspondence Education Branch assesses, records, and reports the achievements of the students under its care (beginning April 1979, a computer will be used to facilitate these operations).

Diplomas and certificates are granted at any time of the year to students who have successfully completed the necessary requirements.

The Correspondence Education Branch Calendar, published annually, provides information about courses and services offered and conditions for enrolment.

Teacher Education

The Ministry of Education is responsible for establishing the standards required for teacher-education programs throughout the province. The Ministry is also concerned with the certification of all teachers.

The Ontario Teacher Education College will close in August 1979. This closing is in response to declining enrolments, and was recommended by two large-scale studies, the Commission on Declining Enrolments and the Committee on the Costs of Education. During the 1978-79 school year, enrolment was limited to 450 trainees, 300 at the Toronto campus and 150 at the Hamilton campus.

The Ministry's Teacher Education Branch acts as a liaison between the Ministry and the faculties of education at Ontario universities to ensure that their programs meet Ministry requirements for certification.

A total of 1706 students took the one-year elementary teacher-training courses offered by the various faculties of education at Ontario universities, and 209 students were enrolled in combined undergraduate and teacher-training programs. Thus, 1915 students were preparing to become elementary school teachers in Ontario in 1978-79. Another 2361 students were enrolled in secondary school teacher-training programs at the faculties of education; 776 of these were taking optional courses that would prepare them for elementary teaching as well.

The new Ontario Teacher's Qualifications Regulation, Ontario Regulation 407/78, became effective July 1, 1978, and is in the process of being implemented.

In May 1975, the Ministry entered into an agreement with the Council of Ontario Universities concerning the review of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, and college of education every five years.

The reviews are conducted by a team with representatives from the Ministry, the Ontario Teachers' Federation, the university concerned, the local regional education council, and the Council of Ontario Universities. The purpose of the reviews is to gather information on how the quality of teacher-education programs in Ontario could be improved. During the school year 1978-79 the teacher-education programs at Brock University and the University of Western Ontario were reviewed.

Professional Development

The Ministry operates a wide variety of programs aimed at providing certificated teachers with opportunities to improve their professional standing.

These include:

1. providing and co-ordinating in-service training programs for teachers, including summer and winter courses;
2. maintaining liaison with the faculties of education that provide in-service summer and winter courses for teachers;
3. providing pre-service and in-service programs for educational administrators and supervisory officers in co-operation with other educational organizations;
4. assisting in the provision of staff-development programs for Ministry personnel; and
5. organizing educational exchange programs for professionals both within the province and across the country.

In 1978, the Ministry approved and issued certificates to 8532 teachers who graduated from university faculties of education and from Ministry summer courses. To assist teachers who are available for professional development during the winter months, board-sponsored winter courses were approved and monitored in 1978. These were attended by 2401 teachers. An additional 482 teachers attended Ministry-approved courses at faculties of education.

Three programs to stimulate and upgrade French-language instruction have continued in 1978. The first provides partial funding to assist in seminars, workshops, and courses for teachers of French as a second language and for teachers in French-language instructional units. The second provides bursaries for teachers in French-language instructional units who are taking courses for university credit or Ministry certificate during the winter terms. The third program (already mentioned under "French-Language Education") provides grants to school boards that wish to have teachers in French-language instructional units undertake full-time studies (on leave) in highly specialized areas such as speech therapy and psychology.

The Ministry co-ordinates a regional professional-development plan that is operated through committees in each region. The committees are composed of personnel from the Ontario Teachers' Federation, the Ministry's regional offices, the field offices of the Ontario Institute for Studies in Education, and other educational organizations. The committees' aims are to stimulate grass-roots activities in professional development among the teachers of Ontario. More than 54 000 teachers participated in events partially funded through this program.

Educational exchanges with teachers from Quebec and British Columbia continued in 1978. Professional-development exchanges within the province are encouraged by the Ministry. Ministry personnel are also involved in exchanges with educational personnel employed by other agencies.

Educational Research and Evaluation

The Ministry is responsible for planning and administering educational research programs, for disseminating their results, and for developing evaluation systems and analysing the evaluative data produced.

Major new projects in 1978 included the launching of the Ontario Assessment Instrument Pool. This will provide a variety of assessment instruments and methods to assist in the evaluation both of educational policies and programs and of student achievement within those programs. Other new projects included the initiation of four studies focusing on the needs of the young child, as a contribution to the International Year of the Child, and the commissioning of eight studies in the area of French as a first language.

Educational Records

During the past year a concerted effort was made to continue with the development of an effective information system designed to serve the Ministry's internal and external needs.

The Ministry's information base was expanded and a marked improvement was evident in its ability to gain access to the data on file. This was due in part to the development of a comprehensive Data Directory, which has already proved useful to the educational community.

The statistical section continued to provide a high quality of service. Greater emphasis was placed on the section's support role in the operating, planning, and policy functions of the Ministry. High priority was given to providing statistical analyses of teacher demand, enrolment projections, and student achievement. The role of the section increased significantly when it contributed to the statistical validity of the provincial reviews which were conducted by the various regional offices.

In the area of teachers' services, the major activity has been the conversion of over 250 000 active teacher files to the new format of the Ontario Teacher's Certificate as required in Ontario Regulation 407/78. Approximately 100 000 Ontario Teacher's Qualifications Record Cards were distributed to teachers who were employed by school boards during the 1978-79 school year.

More than 7200 evaluations were completed by the evaluations unit and over 4400 elementary and secondary teaching certificates were issued to new teachers. An additional 9417 certificates in special subjects were issued to holders of basic teaching certificates.

In the student services section, 5193 evaluations of foreign educational documents were processed for immigrants seeking employment or students applying for admission to the provincial school system.

The Secondary School Graduation Diploma was awarded to 102 841 students, an increase of 2049 over the previous year. During the same period, 42 176 students qualified for the Secondary School Honour Graduation Diploma. Of these 23.5 per cent (9900) received the Ontario Scholarship Award, indicating that they had attained an average of 80 per cent or better in six Honour Graduation credits.

Computer Services

During the past year the Education Data Processing Branch continued to provide a wide range of computing services to the Ministry and to the education community across the province. At the same time, however, the branch undertook an intensive reassessment of its operational role. Rapid technological advances in recent years in such areas as information gathering and dissemination influenced the decision to proceed with this reassessment.

An operational review has been commissioned and all systems are now being examined to determine their cost effectiveness. The evaluation of existing and planned systems in the light of user needs and advanced technology is also taking place. Priorities and resource needs of the branch will also be assessed.

Initiatives to make computer services available in the area of vocational guidance have been complemented by the introduction of a new service known as the Jackson Vocational Interest Search. Computer scoring of selected vocational-interest tests is now available without charge in both English and French to each publicly supported secondary school including Grades 9 and 10 in Roman Catholic schools and Grade 9 in Junior high schools.

Significant advances were made in expanding the automatic transference of data from the various boards to the Ministry of Education; further negotiations with a number of boards are now taking place in an effort to augment this project. Thus far, priority in this area has been given to the task of transmitting the data from the principals' reports to the Ministry.

The CRJE (Co-operative Remote Job Entry) Network was enlarged by the addition of two local computer centres, bringing the network total to seventeen centres that provide services to boards and schools across the province. The types of services delivered by the network include handling the reporting of marks (and its accompanying administrative work) for 183 schools, providing vocational guidance information for 705 schools, and preparing student timetables for 275 schools.

The Ministry continued to provide the boards with other scholastic, financial, and administrative computer services, which included such projects as objective test scoring, questionnaire analysis, and payroll processing.

Central Services

During the year the Communications Services Branch was merged with the Management Services Branch to form the Central Services Branch. As a result, many of the services common to the programs of the two branches were integrated, to the benefit of the new branch's operations. For example, all the stages involved in producing Ministry publications, from manuscript to distribution, now fall within a single jurisdiction.

In addition to producing all Ministry publications (a partial list of publications is listed at the end of this report), the branch also operated a wide variety of public-information programs. More than 1.5 million copies of the twenty-three fact sheets produced in both English and French in the course of the year were distributed through the schools and 1100 other outlets across the province. In addition, four editions of *Dimensions* were produced. This magazine, which outlines the policies and programs of the Ministry, was distributed to all schools in the province and to members of Ontario's home and school associations. Also during the year, branch staff staged more than forty displays in shopping malls across Ontario. Displays were also provided at several educational conferences during the year.

The staff of the public-information unit answered more than 26 000 telephone enquiries and 6000 written enquiries during the year. Branch staff also handled more than 500 enquiries from members of the press gallery in the legislature and from newspapers and radio and television stations across the province.

Educational Exchange Program

The Educational Exchange Program provides financial assistance for groups of students and organizations that wish to undertake reciprocal exchange projects and activities with students and groups in other provinces or countries.

Some 150 groups of Ontario elementary and secondary school students participating in educational and cultural exchanges were supported by the Educational Exchange Program. The popularity of this program is the result of the continuing emphasis on, and special funding for, exchanges directly connected with French as a second language and French as a minority language.

One exchange project that has become an annual affair is the *Connaissance de l'Ontario/Connaissance de la France* program. Under this exchange scheme, twenty-four young Ontarians spend three weeks getting to know the people and the country of France, and twenty-four young people from France are offered a similar opportunity to see Ontario. This project is carried out with the co-operation of the French embassy.

Guidance Services and Programs

Many developments have taken place in the area of guidance and counselling, of which the following are a few highlights. The guidance guideline for the Senior Division, with an emphasis on career education, was being implemented in secondary schools. An Intermediate Division document was also developed. A very successful guidance seminar was held in the summer to discuss various components of career education. A small committee was established to study the whole matter of elementary school guidance in the province.

International Teacher-Exchange Programs

During the year the Ministry initiated a teacher-exchange program between Ontario and Switzerland with the exchange of a teacher from each jurisdiction. Negotiations continued for exchanges of teachers with Austria, Caribbean countries, Israel, Japan, Luxembourg, New Zealand, and Portugal.

Under a teacher-exchange program with France, a group of eight second-language teachers on exchange from France began teaching French in Ontario schools, while eight Ontario teachers of French as a second language taught English in French schools.

Under a teacher-exchange program with West Germany, five Ontario teachers are teaching in that country and the same number of teachers from West Germany are now teaching in Ontario Schools.

Also during the year, twenty-eight Ontario teachers, one Ontario vice-principal, and one education official travelled to the United Kingdom and nine teachers travelled to the United States under teacher-exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the U.S. Office of Education, respectively. These programs are conducted every year, and over 150 applications were received during the autumn of 1978 for participation in the 1979-80 programs.

There are also forty-two Australian teachers and two Australian education officials on exchange in Ontario and an equivalent number of Ontario teachers and officials located in Australia: ten in western Australia, five in Victoria, five in Queensland, five in southern Australia, fifteen in New South Wales, and four in the Australian Capital Territory (Canberra) and the Northern Territory.

Interprovincial Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 325 students at seventeen Ontario universities and community colleges are being paid \$3000 each to act as monitors in the schools of twenty-seven Ontario jurisdictions. The students usually work with small conversation groups.

Of the 325 students, some 294 are French-speaking post-secondary students — from Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan — who work with English-speaking students studying French as a second language. Thirty-one of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

Ontario-German Student-Exchange Program

In the 1978-79 school year, ninety-nine Ontario students participated in a three-month exchange program with students from the West German Federal Republic. Under the terms of the exchange, the students live in German homes and attend regular German schools. The German students visited their Ontario hosts from September to December in 1978. The Ontario students were guests in German homes and attended German schools from April to July of 1979.

Ontario Student Leadership Centre

Each year the Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, hosts courses in student leadership development from June 1 to October 1. In 1978 there were nine courses in six separate programs. All programs were either fully or over-subscribed, and more than 1500 students attended the centre. Programs are staffed by school-board, university, and Ministry personnel.

In addition to the Ministry programs, many youth and adult groups conducted a variety of programs at the centre during May, September, and October. These programs ranged from sports clinics for teachers and coaches to student-leadership courses offered by individual schools.

Ontario Young Travellers (Visites ontariennes)

Toronto has a concentration of provincially sponsored educational and cultural resources — the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place, and the McMichael Collection — which make a visit to Toronto a valuable experience for any student. However, for students who live a great distance from the city the costs of such a visit can be high. With this in mind, the Ontario Young Travellers program provides financial assistance to Grade 8 (or Grade 7 if Grade 7 happens to be the graduating class) and senior elementary special-education students from northern Ontario whose education might be enhanced by a visit to the provincial capital. The school must provide evidence that the visit is integrated with the school curriculum, must outline follow-up activities, and must provide assurance of adequate adult supervision.

The Ministry provides a grant covering most of the transportation costs from the school location to the provincial capital. Some assistance is provided for the cost of meals and accommodation for students in schools that are more than 800 km from Toronto. The Ministry also assists with accommodation arrangements and the planning of the visit, if requested.

During the year approximately 10 000 students from the north of the province visited the provincial capital under the auspices of the Ontario Young Travellers program.

Project Canada

This national program — initiated, financed, and administered by the Ministry of Education — is conducted in co-operation with the departments of education of each province (Quebec excepted) and the northern territories, and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, as well as student-exchange visits, Ontario students gain a broader understanding of the multicultural character of Canada. There has recently been a noticeable increase in the number of teachers using Project Canada to develop their students' second-language skills.

Project Hearing Aids

This is a project to solicit used hearing aids from Canadians in all parts of the country for deaf children in the West Indies. The project is co-ordinated by Humber College of Applied Arts and Technology and conducted by Dr. Donald Hood, Audiologist, in St. Vincent, W. I.

Project School-to-School

This school-twinning program, originally launched in 1968, continues to offer Ontario students an opportunity to gain first-hand knowledge about life in the West Indies. This program has also done much to develop co-operation and understanding among young people from different racial backgrounds.

Student Guidance Information Service (SGIS)

The Student Guidance Information Service is available in both English and French to all secondary school students, and to students in Grades 9 and 10 of the Roman Catholic separate-school system. The service has been further developed and refined to make facilities for vocational-interest searches available to students.

Summer Employment Programs for Students

As part of Experience '78, the Ontario government's summer-employment program for students, the Ministry conducted co-operative programs with ninety-eight Ontario school boards. More than 1400 students were employed in 240 projects across the province. In addition to providing valuable experiences for students, each project made a worthwhile contribution to the community.

The Ministry of Education also provided summer employment for seventy-seven students within the Ministry under the Student Summer Employment program.

Details of the 1979 general legislative grants were released early in February and for the first time provincial funding for elementary and secondary education topped the \$2-billion mark. Provincial grants to school boards for 1979 will total \$2054 million, an increase of \$84 million over 1978.

Funding for pupils in Grades 9 and 10 in the Roman Catholic separate schools was again increased, in keeping with the recommendations of a Ministry grants-advisory committee made up of representatives from both public and separate schools. There were also special grant provisions for small school boards (enrolments of 4000 students or less) that are experiencing a serious decline in enrolments. An additional allowance was provided this year to assist boards in the replacement of technical and vocational equipment.

Grants were maintained for special-education programs, for the teaching of French both as a first and as a second language, and for community-school programs.

The maximum ordinary expenditure per pupil recognized by the Ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to \$1409, up from \$1299 in 1978. The ceiling for secondary pupils was increased to \$1983, up from \$1841.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

The basic grant-ceiling figures are adjusted upwards by weighting factors which give boards extra funds to compensate for unusually high costs related to initiatives in special education and compensatory education and to such local factors as sparse population.

A school board that spends beyond the grant ceiling has to raise the extra funds by increasing the local mill rate, thus increasing local property taxes.

As in previous years, priority for capital funding was given to cases involving new housing developments, portable school units, and fire-safety and health factors. The greater part of the capital program has been directed towards building to meet the need for additional pupil places created as a result of new housing projects — a use of funds in keeping with the government's commitments in this area.

Co-ordination of the Ministry's relationship with private schools is the responsibility of the Supervision and Legislation Branch. This co-ordination ensures that the policies and procedures pertaining to these alternative forms of education are in the best interests of the students under their jurisdiction.

As of January 1979, 387 private schools were listed with the Ministry, as required under Section 15(1) of the Education Act, 1974. The private-school enrolment for the 1978-79 school year was 61 250. A total of 2372 full-time and 2742 part-time teachers were employed in private schools for that period.

Of the 387 schools listed with the Ministry, 162 were inspected by Ministry officials during the 1978-79 school year to determine whether students should be recommended for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma.

Regional Services

The Ministry's six regional offices are the key liaison points between the Ministry and the school boards. They are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions and for ensuring that those policies are implemented. This process is accomplished by policy and program reviews within school boards and regions, and by province-wide reviews. The reviews help to clarify policies, to evaluate the responses of school boards to the various policies, and to keep the Ministry informed about local reactions. Regional office staff carried out and reported on twelve provincial reviews during the year. An additional thirteen reviews are presently in progress. Each of the reviews will generate follow-up activities related to its findings. The co-operation of school boards in the review process has been excellent.

Each of these six offices is headed by a regional director, who is assisted by regional superintendents and professional and support staff. Increased attention is being given by regional office staff to the quality of educational programs within each region.

In addition to ensuring that school boards and schools implement Ministry policies, the regional offices provide assistance with program assessment, professional development, and school organization as it relates to educational programs. Included in the responsibilities of the education officers attached to the regional offices are the interpretation of educational legislation, the review of principals' evaluations and reports, and the provision of general liaison between school boards and the Ministry.

The business and finance staff in each region handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, school-bus purchases, and the implications of legislation pertaining to finances. They supply a wide range of support services designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the business and financial personnel in the regional offices to interpret Ministry policies on financial and administrative matters to the school boards within their regions and to monitor the school boards' implementation of these policies.

Although program delivery is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide supervisory services for their schools. In these areas, the Ministry's regional offices provide direct supervisory services as part of the Ministry's policy of ensuring equality of educational opportunity for all students.

In addition to the general responsibilities outlined above, the regional offices provide the services of specialists in particular areas of education. For example, each office has at least one specialist in the education of exceptional children whose responsibility it is to help local boards plan and implement programs for such children within their jurisdictions. Each office also has staff who work with the boards to develop plans for the increased use of school facilities by the community.

In order to provide assistance to those boards of education and separate school boards that are involved in the establishment, administration, and supervision of French-language instructional units, the Ministry of Education has located French-speaking education officers in the regional offices.

In addition, the provision of three teams of seconded consultants (mentioned previously in "French-Language Education") who are located in the eastern, south-central, and northern parts of the province, gives French-language schools direct access to consultative and professional-development services. The program is completing a successful first year and will be repeated for another year.

Advisory Committee on Financing Education

This committee was established in late 1976 to provide opportunities for representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Ontario Association of Education Administrative Officials, and the Ontario Association of School Business Officials to make recommendations to the Minister of Education regarding the distribution of the general legislative grants to school boards. The committee of eighteen members, which is chaired by James Martin, director of the Ministry's School Business and Finance Branch, met several times in the course of the year.

Advisory Council for Special Education

The purpose of the Advisory Council for Special Education is to assist the Ministry in ensuring that its efforts in the area of special education are tailored to specific needs in that field. Representatives on the council are from the Alliance for Children, the Council for Exceptional Children, the Council for Administrators of Special Education, the Ontario Committee on the Physically Handicapped, the Ontario Psychologists' Association, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the Paediatricians of the Ontario Medical Association.

Attendance Recording Procedures Committee

The membership of this committee includes representatives from each of the regional offices. The objectives of the committee are: to establish criteria and effective procedures for recording pupils' daily attendance; to ensure that each regional office has on staff a person knowledgeable in attendance procedures to act as a liaison with and resource person for local boards; and to monitor the ongoing status of attendance-recording procedures.

Committee to Prepare Guidelines to Avoid Bias and Prejudice in Learning Materials

This committee was formed in September 1977 to develop a set of guidelines which would help authors and publishers to avoid bias, prejudice, stereotypes, and misinformation about various groups when producing educational materials to be considered for use in Ontario schools. Representatives on the committee are from the Board of Education for the City of Toronto, the Ontario Human Rights Commission, the Canadian Book Publishers Council, the Association of Canadian Publishers, the Ontario Advisory Committee on Multiculturalism, the Urban Alliance on Race Relations, the Canadian Society of Muslims, the Council of Muslim Communities of Canada, the Canadian Council of Christians and Jews, the Sikh community, the Black Liaison Committee, and the Ministry of Education.

Data-Sharing Task Force

This task force is exploring ways in which information might be shared with the various agencies who use education-related information. Its objective is to find ways of reducing the duplication of requests for information from teachers, school officials, and students.

H.S.1 Advisory Committee

The purpose of the H.S.1 Advisory Committee is to make recommendations related to the requirements for secondary school diplomas. Representation on the committee is from the Ontario Secondary School Headmasters' Council, the Ontario Secondary School Teachers' Federation (and its affiliates), and the Ministry of Education.

Joint Co-ordinating Group for the Review of the Interface Between Secondary and Post-Secondary Education

This committee is presently inactive pending a decision by the Minister of Education on the proposals contained in the committee's Working Paper. If some of the proposals are adopted, the group may re-convene to plan their implementation.

Minister's Advisory Committee on Community Schools

Formed in September 1975, this committee makes recommendations to the Minister of Education in connection with policies pertaining to community schools. The committee is composed of independent members, representatives from educational associations, and representatives from the Ministry.

Ministry Committee on the Heritage Languages Program

Formed in November 1977, this committee provides co-ordinating, liaison, and monitoring functions for the implementation of this new program. The committee includes representatives from seven branches of the Ministry of Education.

Ministry Committee on Multicultural Education

This committee was formed in January 1975 to review current Ministry policy on multiculturalism, to develop new policy, and to suggest strategies for implementing its recommendations. It includes representatives from seven branches of the Ministry of Education.

Native Education Co-ordinating Committee

This committee develops policies and procedures that relate to the creation and implementation of programs for native peoples. It was established in 1974 and includes representatives from five branches of the Ministry of Education.

Publications

Partial list of publications issued during the 1978-79 fiscal year.

Accountancy, Intermediate and Senior Divisions
After 8?
The Canadian Military: Evolution of a Peacekeeper
Children With Physical Handicaps and Health
Impairments
Circular 14, 1979
Circular 14A and Circular 14B
Circular H. S. 1, 1979-81, Secondary School Diploma
Requirements
Citizenship Day, 1978
Committee on the Costs of Education, Final Report
Confederation
Correspondence Courses Calendar, 1978-79
Dimensions (4 issues)
Directory of Education, 1978/1979
Education Statistics Ontario, 1977
Energy in Society Resource Guide
Fitness
Geography, Senior Division
Government and Law in Canada
Guidance, Intermediate Division
Guide and Planning Outline for French as a Second
Language
Helping Your Child Learn, Part 1 (fact sheet)
Helping Your Child Learn, Part 2 (fact sheet)
Language Across the Curriculum
Life in Upper Canada
Ontario Elementary and Secondary School Enrolment
Projections, 1978-87
Ontario-Quebec School Twinning Program
Ontario Teacher's Certificate (manual)
Physical and Health Education, Intermediate Division
Physical Fitness and Your Child (fact sheet)
Professional Development Programs for Teachers, 1978
Report of the Minister of Education, 1977-78
Student Guidance Information Service Description
Manual
Student Guidance Information Service Master List of
Careers
Science, Intermediate Division
Sex-Role Stereotyping and Women's Studies
The United Empire Loyalists and the American
Revolution
Vision

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Education

**Report of the Minister of Education,
1979-80**

Continued Ministry of Education Report



Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1979*.

Respectfully submitted,

Bette Stephenson, M.D.,
Minister of Education



The Honourable John B. Aird, O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1979, and ending March 31, 1980.

It is the goal of the Ministry of Education to provide equal educational opportunities for all the students in Ontario's elementary and secondary schools. To attain this goal the Ministry concerns itself with every aspect of elementary and secondary education and works in close co-operation with the publicly elected school boards in an attempt to ensure that a full range of programs is provided by every school board.

Table of Contents

Introduction	4	Grants	12
Curriculum	5	Regional Services	13
Programs		Regional Offices	
Multiculturalism		Schools for the Blind and the Deaf	
Heritage Languages Program		Developmental Centre Schools	
Early Identification		Training Schools	
Native Peoples' Education		Demonstration Schools	
Canadian Studies		Private Schools	
<i>Circular H.S.1, 1979-81, Secondary School</i>		Northern Corps	
<i>Diploma Requirements</i>		Correspondence Courses	
Guidance Services and Programs			
Services for Education	7	Advisory Committees	17
Special Education		Advisory Committee on Financing	
French-Language Education		Elementary and Secondary Education	
Teacher Education		Minister's Advisory Council on Special Education	
Educational Research and Evaluation		Committee to Prepare Guidelines to Avoid Bias and	
Information Systems		Prejudice in Learning Materials	
Educational Records		Circular H.S.1 Advisory Committee	
Communication Services		Minister's Advisory Committee on Community	
		Schools	
		Education Information Systems Advisory	
		Committee	
Special Projects	10	Ministerial Agencies and Commissions	18
Educational Exchange Program		The Languages of Instruction Commission of	
International Educator Exchange Programs		Ontario	
Interprovincial Second-Language Monitor Program		The Provincial Schools Authority	
Full-Time Monitors		The Commission to Review the School Boards and	
Ontario-Germany Student Exchange Program		Teachers Collective Negotiations Act, 1975	
Ontario Student Leadership Centre		The Commission on Student Accommodation in the	
Ontario Young Travellers		Ottawa-Carleton Region	
Project Canada			
Interchange on Canadian Studies			
Project School-to-School			
German-Language Immersion Program		Publications	19
Summer Employment Program for Students		Guidelines	
<i>Circular 14</i>		Support Documents	
Learning Materials		Other	

Introduction

The past year has again been a year of major changes for the Ministry of Education. It was also a year during which many new and significant undertakings were launched.

As members of this assembly, you are aware that the Justice Committee of this Legislature did not advance the Bill to amalgamate the Ministry of Education and the Ministry of Colleges and Universities. However, during the hearings on the Bill, an internal restructuring of the two ministries took place to reflect the fact that one Minister and one Deputy Minister are now responsible for both ministries. The details of the restructuring and the authority under which it was done were presented to the Justice Committee during the hearings on the Bill.

Three of the major projects undertaken during the past year were the initiation of the review of Ontario's secondary school system, the establishment of a commission to review the School Boards and Teachers Collective Negotiations Act, 1975 (Bill 100), and the final preparation of legislation pertaining to responsibility in the area of Special Education.

Mr. Duncan Green, Director of Education for the Board of Education for the City of Toronto, was appointed chairman of the Ministry's Secondary Education Review Project. The review, which will consider all aspects of the secondary school system, is to be completed within a year.

A three-man commission to review Bill 100 was appointed in October. Under the chairmanship of Dr. B. C. Matthews, President of the University of Waterloo, the commission has solicited briefs from interested parties and conducted public hearings in the major centres of the province. The commission is due to report its recommendations later in 1980 (see page 18).

In addition, the Centre Jules Léger for Francophone students with severe learning disabilities opened last fall in Ottawa. Like the Trillium School in Milton, which opened earlier, the Centre Jules Léger also includes an in-service training program for teachers employed by those school boards that will help the teachers to create and to maintain programs for Francophone children with learning disabilities.

Further details on these projects and on other activities undertaken by the Ministry during the 1979-80 fiscal year are outlined on the following pages.

Curriculum

Programs

Twenty-six curriculum documents in English and French for the Primary, Junior, and Intermediate divisions were produced and distributed in 1979-80. These were mostly support documents in the Curriculum Ideas for Teachers series. Although they are not mandatory in nature as guidelines are, support documents exert considerable influence through the suggestions they offer to teachers throughout the province.

Of the fourteen French-language documents, thirteen were translations of English-language publications and one was developed originally in French. One of the twelve English-language publications provided assistance in Special Education programs in the Primary and Junior divisions and two gave practical suggestions on the use of the media and art activities to further the language development of non-English-speaking students. Two publications dealt with energy: *We Really Care About Water and Air! P1* and *Food and Human Energy, J2*.

In the Intermediate Division, two support documents were entitled *Evaluation and the English Program* and *Reading*. During the school year 1978-79, the Intermediate Division mathematics guideline and a variety of resource modules were distributed in draft form for field testing and validation. A committee of teachers studied reaction from the field and recommended changes in the document.

The *Resource List for French as a Second Language: Core Program*, a 105-page annotated bibliography of print and non-print learning materials, was distributed across the province in January 1980, and the curriculum guideline *French: Core Program*, which outlines core French programs from Kindergarten to Grade 13 is to be distributed to schools later in 1980.

Multiculturalism

The main components of the Ministry's "Action Plan for Education in a Multicultural Society" have been implemented. In order to evaluate the influence of Ministry multicultural policies at the school board level, a provincial review on multicultural education was initiated in 1979 and will continue throughout 1980.

This year the multicultural/multiracial program for secondary school students became a part of the Ministry's leadership training program; resource materials for the multicultural concept were identified, and a calendar for schools, called *Celebrations of Our Multicultural Society* and prepared by students in the Experience program, was published by the Ministry for the International Year of the Child.

Heritage Languages Program

Classes in heritage languages continued to receive support from the large number of parent groups involved in the program. Changes in funding reasserted Ministry commitment and ensured that all students in Ontario whose parents supported the objectives of the program could benefit from classes provided by school boards.

Early Identification

All Ontario school boards have launched procedures for the early identification of students' learning needs. In order to assist boards with implementation, the Ministry has:

- designated staff members in each regional office to help boards establish and evaluate early identification procedures;
- co-sponsored, with OISE, an international symposium on this theme attended by more than 500 teachers, consultants, co-ordinators, and superintendents from all over Ontario;
- published Memorandum 1979-80:24 to identify resources that would be useful for establishing procedures;
- sponsored research studies and published their reports;
- co-operated with the Ministry of Community and Social Services and the Ministry of Health in an interministerial committee to consider identification and prevention of learning problems from birth to school entry.

Native Peoples' Education

Early in 1980, the French version of *People of Native Ancestry* for the Intermediate Division was produced and distributed. This brings to three the number of documents in the PONA series.

Through the teacher education program offered by the University of Western Ontario, thirty Native students obtained basic teacher qualification in 1979.

The third session of the Native Counsellors' Training Program, sponsored jointly by the Ministry of Education and the federal Department of Indian Affairs and Northern Development, was offered at Laurentian University during the summer of 1979. This program was designed to assist Native social counsellors to develop more effective counselling skills, knowledge, and experience directly related to the practice of counselling Native students. Twenty persons graduated in 1979.

Canadian Studies

The Ministry has continued to emphasize education for citizenship through the encouragement of Canadian Studies, as well as by means of specific suggestions for Citizenship Day activities.

Guidelines for the education of new Canadians suggest that teachers include in their curriculum both orientation to Canadian society and information about the heritage of this society. Programs for Indo-Chinese refugee education have assisted school boards in providing classes in the English as a Second Language Program to help newcomers to adjust to life in Ontario.

Circular H.S.1, 1979-81, Secondary School Diploma Requirements

This circular was extended to June 1982. The in-depth study of secondary school education in Ontario, which is being undertaken in 1980-81, will include a review of diploma requirements, as well as of all other aspects of secondary education.

Guidance Services and Programs

The Ministry is committed to improving the availability and effectiveness of guidance services and programs to students. To this end, an Intermediate Division guidance guideline and a support document in guidance for the Primary and Junior divisions were distributed to schools. A "Work and Employability Skills" project is now being piloted in several secondary schools. This twenty-five-lesson program is designed to assist students in planning a career, in making career decisions, and in conducting effective job searches. Other highlights include the publication of a manual for the Ontario School Record (OSR) System to help teachers interpret the regulations and complete the record properly, and the publication of the document *After 8?*.

It is anticipated that the Student Guidance Information Service (SGIS) will be extended to Grades 7 and 8 in 1980-81. This bilingual computerized career information service would then be accessible to a million students from Grades 7 to 13. An SGIS audio-visual presentation was developed this year and will be made available to all schools using the system in 1980-81. This presentation, which is available in English or in French, was developed to explain the SGIS system to potential users. A computerized scoring service to assist students in determining specific areas that they might investigate further has been added to the vocational interest search component of the system.

The availability of computer services in the field of vocational guidance has been further increased with the introduction of a new service known as the Strong-Campbell Interest Test. Computer scoring of selected vocational interest tests is available without charge to each publicly supported secondary school including Grades 9 and 10 in Roman Catholic schools and Grade 9 in junior high schools.

Services for Education

Special Education

Several major steps have been taken with regard to Special Education. The Minister of Education informed members of the assembly that legislation would be introduced to make school boards responsible for providing Special Education programs in the schools within their jurisdiction.

The Special Education Branch and the Regional Services Secretariat will be evaluating and refining a planning process with selected boards in 1980-81, in order to evolve an effective implementation program. At the same time the Ministry will be reviewing the funding provision for Special Education in the light of the proposed legislation and experience in the implementation period.

In addition, the Special Education and the Grants Policy branches will be evolving the most efficient and equitable mechanism that the government can use to assist school boards in the funding of Special Education programs.

For use in the above activities, the Special Education Branch has prepared a planning guide for school boards and an information manual, both of which will be revised and improved during the trial period so that they can be used with all boards in the province beginning in September 1981.

Ministry-operated summer courses in the field of Special Education came to an end in 1978; however, summer courses will be provided, along with board-sponsored winter courses, by the faculties of education of several Ontario universities. Ministry staff will continue to work closely with faculty of education staff to ensure the continuance of a high standard of pre-service and in-service education for teachers.

The Interministerial Committee on Children's Services ceased to exist on December 31, 1978, but work in this area continues through several ad hoc committees dealing with subjects such as learning disabilities, the school-age retarded in developmental day care centres, and child abuse.

A seminar for teachers of gifted and talented students was conducted through the joint efforts of the Association for Bright Children and the Ministry. A seminar on the provision of programs and services for children with learning disabilities, conducted jointly by the Ministry and the Ontario Association for Children with Learning Disabilities, was held for teachers, parents, and trustees.

Two curriculum support documents for the Primary and Junior divisions were produced in 1979. They were *Children With Behavioural Exceptionalities* in English and *Children With Communication Exceptionalities* in French. Special Education curriculum publications in subsequent years will focus on the Intermediate and Senior divisions.

French-Language Education

The Government of Ontario recognizes the principle that both English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure, whenever it is practically feasible, that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when a specified number of students request to be taught in the French language. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1979, there were in Ontario 287 elementary schools and 26 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 36 secondary schools in which there was a French-language instructional unit, where all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1979-80 school year totalled 31 655 at the elementary level and 67 930 at the secondary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of most Ministry documents, especially in the area of curriculum.

Several initiatives were undertaken to further improve the quality of French-language education.

In a policy statement on the level of service offered to French-speaking students in mixed schools, school boards operating such schools were encouraged to consider establishing French-language school entities in which French-speaking teachers and students work together under the leadership of a French-speaking principal in a setting identified as a French-language school.

To determine which type of facility is required, each situation in which a homogeneous French-language school is established will be examined on its own merits and circumstances.

Where mixed schools remain by local agreement, the Ministry will conduct regular reviews to ensure that these mixed educational entities are providing both groups of students with a level of educational opportunity consistent with Ministry policy goals.

Subsequent to the report of the Ottawa-Carleton Review Commission, the Ministry of Education reviewed the alternatives with respect to the organization of the boards of education in the area. Legislation has been proposed to establish, within each of the Ottawa and the Carleton boards of education, clearly identified English-language and French-language sections.

The incorporation of two panels of trustees, one for the governance of English-language schools and one for the governance of French-language schools, is a new concept in the organization of school boards in Ontario.

A student council leadership seminar held entirely in French was offered for the first time this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Teacher Education

On May 5, 1979, the Teacher Education Branch of the Ministry of Education was transferred to the Ministry of Colleges and Universities; the latter assumed responsibility for establishing the standards required for teacher-education programs throughout the province and for certification of all teachers. This change reflected the fact that with the phase-out of the Ontario Teacher Education College at the end of the 1978-79 school year, the provision of teacher education had become exclusively the responsibility of the universities.

For the school year 1979-80, a total of 3 403 students are enrolled in teacher-training courses offered by the various faculties of education at Ontario universities. Of these, 1 171 are in the Primary/Junior level, 825 in the Junior/Intermediate level, and 1 407 in the Intermediate/Senior level.

In May 1975, an agreement was entered into with the Council of Ontario Universities concerning the review of programs of teacher education. The agreement calls for a review of the programs of each faculty, school, and college of education every five years.

The reviews are conducted by a team composed of representatives from the ministries, the Ontario Teachers' Federation, the university concerned, the local Regional Education Council, and the Council of Ontario Universities. The purpose of the reviews is to gather information on ways of improving the quality of teacher-education programs in Ontario.

During the school year 1979-80, the teacher-education institutions were initiating a new teacher-education program leading to the new Ontario Teacher's Certificate. Reviews of basic programs will recommence in the school year 1980-81.

A review procedure for additional qualification programs has been undertaken. In January 1980, reviews of programs in Special Education and in the French as a Second Language Program were begun with teams representing the Council of Ontario Universities, the Deans' Association, the Ontario Teachers' Federation, and the ministries. These teams will review winter programs, inter-session programs, and summer programs, with a view to getting a provincial picture of professional development for teachers in these two areas. Reviews of other areas will be undertaken commencing next fall.

Educational Research and Evaluation

The Research and Evaluation Branch is responsible for planning and administering educational research programs, for disseminating their results, for developing evaluation systems, and for analysing the evaluative data produced on behalf of the Ministry.

The major project in the area of educational research and evaluation in 1979 was the continued development of the Ontario Assessment Instrument Pool. This will provide a variety of instruments and methods of assessment designed to assist in the evaluation both of educational policies and programs and of student achievement within those programs.

Other new projects were in the areas of Special Education, transportation safety, provision of supervisory officials, and early childhood education. Three major studies in the area of French as a first language, in addition to the *français* and *anglais* elements of OAIP, were commissioned.

Information Systems

As a result of improvements in information systems, the Ministry received the data that it needed more quickly. Important advances were also made in the techniques employed to transfer data from the various boards to the Ministry. These involved the automatic transference of data to and from the Ministry as a result of the growing participation of a number of boards in co-operative data processing ventures.

There have been ever-increasing demands for more accurate and complete data to aid in the formulation of educational policy. The statistical section has kept pace with these demands. In an effort to be fully responsive to the informational needs of the Ministry, the section has given high priority to the preparation and review of projections of student enrolment and of teacher supply and demand. Special attention has also been given to analyses of the trends in course enrolment.

Educational Records

In the teacher services area, approximately 15 000 new teachers received their basic teaching certificates. In addition, as a result of having acquired new degrees or professional qualifications, 15 000 teachers received new Ontario Teacher's Qualifications Record cards. A further 12 970 teachers received new documents after successful completion of various in-service programs offered by boards of education, faculties of education, or the Ministry.

Approximately 6 500 evaluations of out-of-province teaching credentials and in-province postgraduate credentials were completed. As of the end of February, there were 202 000 certified teachers in the province.

In the student services section 5 900 evaluations of foreign educational documents were processed for immigrants seeking employment and for students applying for admission to the provincial school system.

The Secondary School Graduation Diploma was awarded to 107 969 students, an increase of 5 128 over the previous year. During the same period, 42 230 students qualified for the Secondary School Honour Graduation Diploma. Of these 24.2 per cent (10 230) received an award under the Ontario Scholarship Program, indicating that they had attained an average of 80 per cent or better in six honour graduation credits.

Communication Services

The Communication Services Branch is responsible for developing and operating public information services to keep parents, students, and educators aware of the many projects and services operated by the Ministry of Education. The most popular project is Education and You, a series of nineteen different fact sheets on various aspects of education in Ontario. Published in both English and French, the fact sheets are distributed through more than 1 000 outlets across the province and through the schools.

The branch also operates a public inquiries service which, during the course of the year, dealt with more than 25 000 telephone inquiries and over 7 000 written inquiries. Inquiries from the province's media and from members of the Legislative Press Gallery were also handled by branch staff.

More than eighty exhibits were staged by the branch in conjunction with educational conferences, workshops, and seminars across Ontario. The branch was also responsible for the design, editing, and production of the 200 publications produced by the Ministry in the 1979-80 fiscal year. A partial list of publications can be found at the end of this report.

Special Projects

Educational Exchange Program

The Educational Exchange Program provides financial assistance for groups of students who wish to undertake reciprocal exchange projects and activities with students in other provinces or countries.

Some 150 groups of Ontario elementary and secondary school students participating in educational and cultural exchanges were supported by the Educational Exchange Program. The popularity of this program is the result of the continuing emphasis on, and special funding for, exchanges directly connected with French as a second language and French as a minority language.

International Educator Exchange Programs

Under an Educator Exchange program with France, a group of eight second-language teachers on exchange from France taught French in Ontario schools, while eight Ontario teachers of French as a second language taught English in French schools.

Under an Educator Exchange program with West Germany, two Ontario teachers are teaching in that country and two teachers from West Germany are now teaching in Ontario schools.

Also during the year, nineteen Ontario teachers and four Ontario vice-principals travelled to the United Kingdom and seventeen Ontario teachers travelled to the United States, under Educator Exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the U.S. Office of Education, respectively. These programs are conducted every year; over 260 applications were received during the autumn of 1979 for participation in the 1979-80 programs.

There are also fifty-one Australian teachers and two Australian education officials on exchange in Ontario and an equivalent number of Ontario teachers and officials located in Australia; seven in western Australia, eight in Victoria, six in Queensland, five in southern Australia, eighteen in New South Wales, and seven in the Australian Capital Territory (Canberra) and the Northern Territory.

During the year, the Ministry arranged for an Educator Exchange program between Ontario and Belgium. Negotiations continued for exchanges of teachers with Austria, the Caribbean countries, Israel, Japan, Luxembourg, New Zealand, Portugal, Mexico, and Greece.

Interprovincial Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Some 300 students at seventeen Ontario universities and community colleges are being paid \$3 000 each to act as monitors in the schools of twenty-seven Ontario boards. The students usually work with small conversation groups.

Of the 289 students, approximately 264 are French-speaking post-secondary students – from Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan – who work with English-speaking students studying French as a second language. Thirty-one of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

Full-Time Monitors

For the first time, there are also nine full-time Francophone monitors in Ontario schools that are not close to a university centre. Eight monitors are from Quebec and one is from Ontario. They are working twenty-five hours a week with small groups of students; six work under the direction of teachers of French as a second language, and three with the staff of French-language instructional units. They will receive \$5 000 each. This program is a pilot project financed by the Secretary of State.

Ontario-Germany Student Exchange Program

In the 1979-80 school year, ninety-eight Ontario students are participating in a three-month exchange program with students from West Germany. Under the terms of the exchange, the students live in German homes and attend regular German schools. The German students visited their Ontario hosts from September to December 1979. The Ontario students are guests in German homes and are attending German schools from April to July 1980.

Ontario Student Leadership Centre

Each year the Ontario Student Leadership Centre, on Lake Couchiching near Longford Mills, hosts courses in student leadership development from the beginning of June to mid-October. In 1979 there were ten courses in seven separate programs. All programs had capacity enrolment and some received applications from more students than they could accept. More than 1 600 students attended the centre. Programs are staffed by school-board, university, and Ministry personnel.

In addition to the Ministry programs, many youth and adult groups conducted a variety of programs at the centre during May, September, and October. These programs ranged from sports clinics for teachers and coaches to student leadership courses offered by individual schools.

Ontario Young Travellers

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place, and the McMichael Gallery – which make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. With this in mind, the Ontario Young Travellers program provides financial assistance to Grade 8 (or Grade 7, if Grade 7 is the graduating class) and senior elementary Special Education students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The school must provide evidence that the visit is integrated with the school curriculum, must outline follow-up activities, and must provide assurance of adequate adult supervision.

The Ministry provides a grant covering most of the transportation costs from the school location to the provincial capital. Some assistance is provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. The Ministry also assists with the accommodation arrangements and with the planning of the visit, if requested.

During the year, approximately 7 000 students from the north of the province visited the provincial capital under the auspices of the Ontario Young Travelers program.

Project Canada

This national program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and of the northern territories, and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, as well as student-exchange visits, Ontario students gain a broader understanding of the multicultural character of Canada. There has recently been a noticeable increase in the number of teachers using Project Canada to develop their students' second-language skills.

Interchange on Canadian Studies

Twenty Grade 12 Ontario secondary school students will meet with similar delegations from the other provinces and territories at the 1980 conference of the Interchange on Canadian Studies in Yellowknife. Next year Ontario will act as host for the annual conference which will take place in Toronto.

Project School-to-School

This school-twinning program, originally launched in 1968, continues to offer Ontario students an opportunity, through correspondence with their twinned schools, to gain first-hand knowledge about life in the West Indies. This program has also done much to develop co-operation and understanding among young people from different racial backgrounds.

German-Language Immersion Program

The Ministry co-operates with the West German government and the Goethe Institute in Toronto to provide a one-month German-language immersion course for twenty-five Ontario high school students in Lahr, West Germany.

Summer Employment Programs for Students

The Ministry's program is run in co-operation with the boards of education. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs, preparation of educational kits, and others to their Ministry regional office. Applications are considered on the basis of merit and geographical distribution. In 1979, the Ministry approved 209 projects. Through grants from the Ministry (the funds for these grants come from the Youth Secretariat) these boards hired 1 320 students to work on their projects.

Circular 14

Circular 14, the annual publication listing all textbooks that have been reviewed and approved for use in Ontario schools, showed a steady growth of new titles in both English and French during the year. In selecting textbooks for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over ninety-five per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

The Book Purchase Plan, under which sample copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application, provided 283 855 copies of 238 titles to 4 728 schools and boards during 1979.

Learning Materials

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials in the English and French languages.

To date, many different types of specialized learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, Special Education, Canadian Studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, and women's studies.

Through the 1979 Learning Materials Development Plan competition, some forty projects were funded for the development of print and non-print materials for both English as a first language and French as a second language. Furthermore, the French-Language Fund competition provided funding for about one hundred projects involving the production of original works as well as translations and adaptations for Ontario Francophone students.

Details of the 1980 general legislative grants were released in February. Provincial grants to school boards for 1980 will total \$2 189 million, an increase of \$135 million over 1979. In addition to the \$2 189 million, there will be a further increase of \$35 million to facilitate the introduction of the new assessment equalization factors.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased. An additional allowance was again provided this year to assist boards in the replacement of technical and vocational equipment.

Grants were maintained for Special Education programs, for the teaching of French both as a first and as a second language, and for Heritage Languages programs.

New funding mechanisms have been introduced for 1980 to encourage the provision of French-language education programs at the secondary level through an increase in the overall level of funding for secondary school French-language instructional units. This includes a reorganization grant to offset the initial costs associated with the establishment of new homogeneous French-language secondary school entities.

The maximum ordinary expenditure per pupil recognized by the Ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to \$1 546, up from \$1 409 in 1979. The ceiling for secondary school pupils was increased to \$2 154, up from \$1 983.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

The basic grant-ceiling figures are adjusted upward by weighting factors which give boards extra funds to compensate for unusually high costs related to initiatives in Special Education and to such local factors as sparse population.

A school board that spends beyond the grant ceiling has to raise the extra funds by increasing the local mill rate, thus increasing local property taxes.

As in previous years, priority for capital funding was given to cases involving new housing developments, portable school units, and fire-safety and health factors. The greater part of the capital program has been directed towards building, in order to meet the need for additional student places created as a result of new housing projects; this use of funds is in keeping with the government's commitments in this area.

Regional Services

A Regional Services Secretariat was established to co-ordinate activities of regional offices, schools for the blind and for the deaf, correspondence courses, demonstration schools, developmental and training schools, regional schools for nursing assistants, private schools, and private vocational schools. Secretariat personnel are responsible also for provincial attendance records and the Northern Corps program.

Regional Offices

The Ministry's six regional offices are the key liaison points between the Ministry and the school boards. They are responsible for communicating and interpreting the policies and programs of the Ministry to the school boards in their regions and for ensuring that those policies are implemented. This process is accomplished by policy and program reviews within school boards and regions and by province-wide reviews. The reviews help to clarify policies, to evaluate the responses of school boards to the various policies, and to keep the Ministry informed about local reactions. Reviews are of three basic types: collaborative reviews, provincial reviews, and regional reviews. Each of the reviews will generate follow-up activities related to its findings. The co-operation of school boards in the review process has been excellent.

Each of these six offices is headed by a regional director, who is assisted by regional superintendents and professional and support staff. Increased attention is being given by regional office staff to the quality of educational programs within each region.

In addition to ensuring that school boards and schools implement Ministry policies, the regional offices provide assistance with program assessment, professional development, and school organization as it relates to educational programs. Included among the responsibilities of the education officers attached to the regional offices are the interpretation of educational legislation, the review of principals' evaluations and reports, and the provision of general liaison between school boards and the Ministry.

The business and finance staff in each region handle board applications for grants and assist the boards with the preparation of their submissions. They also advise the school boards, as required, on the preparation of financial statements and budgets, on school-bus purchases, and on the implications of legislation pertaining to finances. They supply a wide range of support services that are designed to facilitate the equitable distribution of available financial resources. It is the responsibility of the business and financial personnel in the regional offices to interpret Ministry policies on financial and administrative matters to the school boards within their regions and to monitor the school boards' implementation of these policies.

Although program implementation is a board responsibility, the Ministry is aware that some school boards, particularly in sparsely populated areas, may find it financially impossible to provide supervisory services for their schools. In these areas, the Ministry's regional offices provide direct supervisory services, as part of the Ministry's policy of ensuring equality of educational opportunity for all students.

In addition to the general responsibilities outlined above, the regional offices provide the services of specialists in particular areas of education. For example, each office has at least one specialist in the education of exceptional children; it is the responsibility of this specialist to help local boards plan and implement programs for such children within their jurisdictions. Each office also has staff who work with the boards to develop plans for the increased use of school facilities by the community.

In order to assist those boards of education and separate school boards that are involved in the establishment, administration, and supervision of French-language instructional units, the Ministry of Education has located French-speaking education officers in the regional offices.

In addition, the provision of three teams of seconded consultants, who are located in the eastern, south-central, and northern parts of the province, gives French-language schools direct access to consultative and professional-development services. The program is completing a successful second year and will be continued for another year.

Schools for the Blind and the Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It has currently an enrolment of 226 students. The school program, which provides a high standard of education tailored to the needs of blind students, aims to prepare these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full range of courses at the secondary level. A teacher-training program for teachers of both the blind and the deaf/blind is provided at the school.

Comprehensive, personalized "life-skills" programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Strong efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. Through this program, a number of senior students resided in boarding homes in Brantford for the entire school year. So that students can also continue to experience the benefits of a family setting, weekly transportation home is provided for most of them. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. It also offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf/blind students. The program serves the province of Ontario and also offers education for deaf/blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-two students in the program.

The Ministry operates three schools for the hearing handicapped: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, pre-school visitations and courses, and public information.

The Robarts School, with an enrolment of 108 residential and 57 day students, and the Ernest C. Drury School, with an enrolment of 133 residential and 227 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 236 residential and 81 day students, also makes provision for weekly trips home for more than half of its residential enrolment; however, since the school serves the distant northern areas of the province, it provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to help the students from northern areas to visit their homes as often as possible.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated smaller groupings and personalized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *Circular H.S.1* to provide, wherever possible, the same school experiences as those available to non-handicapped children. These include: vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities – the Kingston Psychiatric Hospital, the Chedoke-McMaster Family Services Centre in Hamilton, and the Children's Psychiatric Research Institute in London – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Four graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized university for the deaf in the world. Seven provincial school graduates entered other post-secondary programs. Twenty-two graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certified teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing handicapped. Twenty trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education upon successful completion of their studies. Next year, the Ministry will continue to offer a limited bursary program in an effort to provide the province with a sufficient number of qualified teachers for all programs for hearing-handicapped students.

Developmental Centre Schools

There are currently some 1 200 students in the thirteen Developmental Centre Schools. The students may be mentally retarded, developmentally handicapped, or emotionally disturbed. Many are multihandicapped. The prime goal of these schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he or she needs for participation in society.

Regular evaluations help the staff in these schools to assess students' individual progress towards the fullest possible development of their potential. Case reviews are conducted co-operatively with local staff members of the Ministries of Education, of Health, and/or of Community and Social Services.

The programs provided are designed to encourage student participation in social and recreational activities in both school and community. The idea that these students can and should be more integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging. Communication skills, motor skills, and life skills are included in all of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems.

Specially trained teachers are essential if the programs are to have positive results. Teachers from Developmental Centre Schools continue to attend workshops, seminars, and courses in Special Education. Some schools provide in-service education in their own localities.

Training Schools

There are currently some 350 students in educational programs in five training schools operated by the Ministry of Community and Social Services, Children's Services Division.

Since July 1977, the Ministry of Education has been providing administrative and professional assistance in these facilities, through a staff of qualified teachers under contract to the Provincial Schools Authority, to ensure the availability of appropriate programs. A small group of trade instructors, employed by the Ministry of Community and Social Services, Children's Services Division, also contributes its expertise to the project.

The educational units within the training schools provide special programs to meet the diverse needs, interests, and abilities of their students.

Demonstration Schools

Two demonstration schools for Ontario children with severe learning disabilities were opened in 1979. They were established to provide special residential educational programs for students between the ages of six and twenty-one years.

These schools, the Trillium School in Milton and the Centre Jules Léger in Ottawa, whose languages of instruction are English and French, respectively, assist students enrolled in their programs to develop their abilities sufficiently to be able to return to local programs operated by school boards. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills.

The Trillium School is fully operated by the Ministry of Education, and by the end of January 1980, was at its capacity enrolment of forty students.

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the administration of the total program at the centre. The school's enrolment is currently seventeen and it is anticipated that it will be at its capacity of forty students by September 1981.

An in-service teacher-education component is provided at each school for up to twelve persons per session; each session lasts five full days.

Boards may claim reimbursement to a maximum of \$50.00 daily for the cost of each occasional teacher brought in to replace those teachers who attend the sessions. Both the Trillium School and the Centre Jules Léger assume these costs directly.

Private Schools

The Regional Services Division co-ordinates the Ministry's field relationship with private schools. Ministry officials have inspected, on request, 167 private schools offering secondary school programs during the 1979-80 school year to determine whether students should be recommended for the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma.

There were 405 private schools listed with the Ministry in January 1980, in accordance with Section 15(1) of the Education Act, 1974. Enrolment was 68 528 in 1979-80, and 2 731 full-time and 3 127 part-time teachers were employed in private schools during that period.

Northern Corps

Since its inception in 1966, the Northern Corps program has made possible the staffing of a number of isolated schools in Northern Ontario with qualified and capable teaching personnel. Isolation is one factor that determines the designation of a school as Northern Corps. Most of these schools are close to railway services and a few can be reached by road. At certain times of the year, however, some schools are accessible only by aircraft or snowmobile. In these instances, the telephone or two-way radio provides the critical link between the school and the outside world. Other considerations are related to the size of the local tax base and the difficulties encountered by the local community in sponsoring persons to serve as trustees. Northern Corps schools are supervised directly by the regional offices of the Ministry of Education.

Having designated a school as Northern Corps, the Ministry assumes responsibility for assisting the school board to hire teachers, for providing necessary finances, and for equipping the school with appropriate teaching aids. Northern Corps schools provide basic education from Grade 1 to Grade 9. Students must board at a larger centre in order to continue their secondary education.

Most of the teachers are hired by the local district school area boards. In addition, with the co-operation of southern boards, teachers may be seconded from their schools to participate in the Northern Corps program for terms of up to three years. Conditions are made as attractive as possible for the teachers. The schools have living quarters attached or adjacent to them for which teachers pay a nominal rent. All Northern Corps teachers may take part in a one-week professional development program later in the school year.

Correspondence Courses

During 1979-80, more than 70 000 Ontario residents participated in the independent study program offered by the Correspondence Education Branch of the Ministry of Education.

Approximately ninety per cent of those enrolled are adults who have chosen this method to pursue their studies. Their objectives include: acquisition of basic education; completion of secondary education and qualification for diplomas; expansion of knowledge of subjects related to their interests or work; self-fulfilment, personal enjoyment and growth; life skills and vocational skills development.

The remaining ten per cent are students who replace or supplement full-time school programs through study by correspondence. Children unable to attend school and day-school students who want to study courses not available to them at their secondary school utilize the branch's service.

Applicants may make their selection from a secondary school program of 108 English-language courses and 34 French-language courses. In addition, elementary courses from Grade 1 to Grade 8 are available in both English and French.

A variety of subjects is offered at levels of difficulty ranging from basic to advanced. This allows students to select courses in keeping with their abilities and interests. The program is reviewed annually and modified to meet the needs of the target population.

A branch staff of 102 permanent employees develops the learning materials and maintains the branch's student and professional services. Tutorial assistance and assignment evaluation is provided by over 700 associate teachers on a fee-for-service basis. In 1979-80, procedures were revised to allow teachers to return assignments directly to students rather than sending them through the branch. Teachers now send reports, not the assignments, to the branch for recording and monitoring.

The branch's counselling service, conducted in English and French by interview, telephone, and correspondence, advises students on such matters as enrolment procedures, selection of appropriate courses, and requirements for diplomas. The counselling service also responds to requests from Ontario residents who seek help in career planning and information about educational opportunities. The Ministry Student Guidance Information System is available for that purpose.

The Correspondence Education Branch assesses, records, and reports on the achievement of the students under its care. Beginning April 1, 1979, the operational performance of the branch was significantly modified with the introduction of a computer system which has enhanced its enrolment, record-keeping, and reporting capabilities.

Applicants may enrol at any time of the year, and diplomas and certificates are granted to students who have successfully completed the requirements.

The Correspondence Education Branch calendar, published annually, provides information about the courses and the services that are offered free to Ontario residents.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Advisory Committee on Financing Elementary and Secondary Education

This committee was established in late 1976 to provide opportunities for representatives of the Ontario Teachers' Federation, the Ontario School Trustees' Council, the Ontario Association of Education Administrative Officials, and the Ontario Association of School Business Officials to make recommendations to the Minister of Education regarding the distribution of the general legislative grants to school boards. The committee of twenty-three members, of whom five are Ministry staff, met several times during the year.

Minister's Advisory Council on Special Education

The purpose of the Minister's Advisory Council on Special Education is to assist the Ministry in ensuring that its work in the area of Special Education is tailored to specific needs in that field. Representatives on the council include the Alliance for Children, the Ontario Association for Children With Learning Disabilities, the Council for Exceptional Children, the Council for Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Association for the Mentally Retarded, the Ontario School Trustees' Council, the Ontario Trustees' Association, the Ontario Teachers' Federation, and the paediatricians of the Ontario Medical Association.

Committee to Prepare Guidelines to Avoid Bias and Prejudice in Learning Materials

This committee was formed in September 1977 to develop a set of guidelines that would help authors and publishers to avoid bias, prejudice, stereotypes, and misinformation about various groups when producing educational materials to be considered for use in Ontario schools. Representatives on the committee include the Board of Education for the City of Toronto, the Ontario Human Rights Commission, the Canadian Book Publishers' Council, the Association of Canadian Publishers, the Ontario Advisory Council on Multiculturalism, the Urban Alliance on Race Relations, the Canadian Society of Muslims, the Council of Muslim Communities of

Canada, the Canadian Council of Christians and Jews, the Sikh Community in Toronto, the Black Liaison Committee, the Ontario Teachers' Federation, and the Ministry of Education.

In 1979, the committee completed a draft manuscript which was submitted to the Ministry.

Circular H.S.1 Advisory Committee

The purpose of the Circular H.S.1 Advisory Committee is to make recommendations regarding the requirements for secondary school diplomas. Representation on the committee includes supervisory officers' associations, teachers' federations, and the Ministry of Education.

The work of the committee ceased in January 1980, pending the recommendations of the Secondary Education Review Project.

Minister's Advisory Committee on Community Schools

Formed in September 1975, this committee makes recommendations to the Minister of Education in connection with policies pertaining to community schools. The committee is composed of independent members and representatives from educational and recreational associations.

The committee completed its work and submitted a report to the Minister on December 31, 1979.

Education Information Systems Advisory Committee

This ongoing committee consists of three assistant deputy ministers, several branch directors, and representatives from school boards in Ontario. It evaluates policy formulations that have impact on provincial information systems and advises the Minister on them; it also recommends priorities in the development of educational information systems. The committee supplements the work of an internal committee that deals with the role of computers in education. This latter group evaluates equipment for computer science courses, microprocessors for classroom instruction (computer-assisted instruction), and microcomputers to serve defined administrative and instructional needs.

The Languages of Instruction Commission of Ontario

The Languages of Instruction Commission of Ontario was established in 1974 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, English or French, as the case may be.

The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception, the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The Provincial Schools Authority

The Provincial Schools Authority was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, of Education, and of Health, all of which employ teachers. The decision to give provincially employed teachers the same bargaining rights as school-board employed teachers have under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them.

Each year since its establishment, the authority has negotiated an agreement for the school year on behalf of the ministries.

The Commission to Review the School Boards and Teachers Collective Negotiations Act, 1975

The three-man commission was appointed in October to consider all aspects of Bill 100 (The School Boards and Teachers Collective Negotiations Act, 1975). Since its appointment, the commission has solicited briefs from all interested parties and has held a series of public meetings in the major centres of the province. The commission is chaired by Dr. B. C. Matthews, President of Waterloo University. The other members are Dr. Roderick Fraser of the Department of Economics, Queen's University and Dr. John Crispo of the Faculty of Management Studies, University of Toronto.

The Commission will report its findings and recommendations later this year.

The Commission on Student Accommodation in the Ottawa-Carleton Region

The commission was appointed late in December to study student accommodation problems within the jurisdiction of the Ottawa and the Carleton boards of education. The commissioner, Mr. Eric Runacres, former Director of Education for the Hastings County Board of Education, met with officials of the boards and held public meetings in Ottawa. The commissioner presented his report to the Minister in February, and it has been the subject of discussion by Ministry officials and area trustees.

The following agencies and commissions which report through the Ministry of Education have tabled their annual reports before this assembly.

- Teachers' Superannuation Commission
- Education Relations Commission
- Ontario Institute for Studies in Education

This is a partial list of publications issued during the 1979-80 fiscal year.

Guidelines

- *Basic Business Typing, Intermediate Division/Communications and Business Procedures, Senior Division, 1971* (French)
- *Economics, Senior Division, 1971* (French)
- *Elements of Computer Technology, Senior Division, 1970* (French)
- *Elements of Electrical Technology, Curriculum S-27B, Grades 11 and 12, 1968* (French)
- *Guidance, Intermediate Division, 1978* (French)
- *Physical and Health Education, Intermediate Division, 1978* (French)
- *Space and Man, Senior Division, 1969* (French)
- *Technical Subjects, Curriculum RP-27* (French)

Support Documents

- *Art Activities for an Integrated ESL/D Program* (English)
- *Les Canadiens et le gouvernement* (French only)
- *Children With Behavioural Exceptionalities* (English)
- *Children With Communication Exceptionalities* (French)
- *Classical Literature in Translation* (English)
- *Discover Ontario Through the Road Map, Revised Edition, 1979* (French)
- *Evaluation and the English Program* (English)
- *Food and Human Energy, Energy J2* (English)
- *Guidance, Primary and Junior Divisions* (English)
- *People of Native Ancestry: A Resource Guide for the Intermediate Division* (French)
- *Planning and Implementing Classical Civilizations Courses* (English)

- *Reading* (English)
- *Rebellions* (French)
- *Resource List for French as a Second Language: Core Program, Primary, Junior, Intermediate, and Senior Divisions, 1979* (English)
- *Sex-Role Stereotyping and Women's Studies* (French)
- *Teaching Core Content and Skills of the Canada Course in Basic Level Programs* (English)
- *Using Media in the ESL/D Program* (English)
- *We Really Care About Water and Air! Energy P1* (English)
- *Manual for the Ontario Student Record (OSR) System, Revised Edition* (French)
- *Ontario Elementary and Secondary School Enrolment Projections, 1979-1988* (English)
- *Operation Safety Program* (English and French)
- *Professional Development Programs for Teachers, Summer 1979* (bilingual)
- *Report: Sex-Role Stereotyping and Women's Studies Conference* (English)
- *Student Guidance Information Service Master List of Occupational Titles, 1979-1980* (bilingual)

Other

- *Additional Qualifications Programs for Teachers* (English)
- *After 8?* (English and French)
- *Celebrations of Our Multicultural Society* (calendar, bilingual)
- *Circular 14, 1980* (bilingual)
- *Circular 14A, 1979* (bilingual)
- *Circular 14B, 1979* (bilingual)
- *Correspondence Courses, 1979-80* (calendar, bilingual)
- *Directory of Education, 1979/1980* (bilingual)
- *Directory of School Boards, 1980* (English)
- *Education, Report of the Minister of Education, 1978-79* (English and French)
- *Education Statistics, Ontario, 1978* (English)
- *French-Language Fund, 1979* (bilingual)
- *An Introduction to Education in Ontario* (fact sheet, Vietnamese)
- *Learning Materials Development Plan, 1979* (English)

Ontario.

MINISTRY OF EDUCATION. REPORT
2 3

Education

Report of the Minister of Education 1980-81

**Report of the Minister
of Education 1980-81**



Detailed statistical data on education in Ontario are provided in the publication *Education Statistics Ontario, 1980*.

Respectfully submitted,

Bette Stephenson, M.D.
Minister of Education

The Honourable John B. Aird, O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1980, and ending March 31, 1981.

It is the goal of the Ministry of Education to provide equal educational opportunities for all the students in Ontario's elementary and secondary schools. To attain this goal the Ministry involves itself in every aspect of elementary and secondary education. The Ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.



Contents

Introduction	4	Grants	14
Curriculum	5	Regional Services Division	14
Programs		Regional Services Secretariat	
Multiculturalism		Regional Offices	
Early Identification		Northern Corps	
Native Education		Schools for the Blind and the Deaf	
Senior and Continuing Education		Developmental Centres Schools	
Co-operative Education		Training Schools	
<i>Circular H.S.1, 1979-81: Secondary School</i>		Demonstration Schools	
<i>Diploma Requirements</i>		Correspondence Education	
Guidance Publications, Services, and Programs			
The Linkage Project			
Services for Education	7	Advisory Committees	18
Special Education		Ministry of Education Advisory Council	
French-Language Education		on Special Education	
Educational Research and Evaluation		Committee to Prepare Guidelines to Avoid Bias	
Management Information Systems		and Prejudice in Learning Materials	
Communication Services		Secondary Education Review Project	
Special Projects	11	Ministerial Agencies and Commissions	19
Learning Materials Development Plan and		The Languages of Instruction Commission of	
French-Language Fund		Ontario	
<i>Circular 14</i>		The Provincial Schools' Authority	
Book Purchase Plan		A Commission to Review the Collective Negotiation	
Student Exchanges		Process Between Teachers and School Boards	
Educator Exchanges			
Ontario Student Leadership Centre		Publications	20
Ontario Young Travellers		Guidelines	
Project Canada		Support Documents	
Summer Employment Programs for Students		Other	
Second-Language Monitor Program			
Canadian Studies Seminars for Educators			
From Western Europe			
Summer Seminars in Europe for Ontario Educators			
Interchange on Canadian Studies			
Project School-to-School			

Introduction

This year saw one of the most significant achievements in the history of Ontario's school system: with the passage of Bill 82, the Special Education Bill, Ontario's school system truly became open to all students of the province. A special Ministry implementation team has been actively working with the pilot boards involved in the project. By 1985 every school board will be required to provide special education programs for its exceptional students. While there is no longer a provision for the exclusion of children, there are procedures relating to pupils identified as being "hard to serve". In such cases, the board must assist the parents of a pupil identified as hard to serve to locate a care or treatment placement. However, the determination that a pupil is hard to serve can be appealed to a special education tribunal. Thus, the passage of Bill 82 guarantees universal access to the schools of Ontario for each and every child.

The review of Ontario's secondary school system is progressing well. The Secondary Education Review Project's committees have received hundreds of briefs and submissions from all sectors of society. Because of this extensive response, the timeline for the project's completion was extended by six months to September 1981. A discussion paper was issued by the project in May. Reaction to it will be gathered over a two-month period, and the final recommendations will be made by the end of September.

A three-person commission to review the School Boards and Teachers Collective Negotiations Act (Bill 100) reported its findings in July 1980. The report of the commission, which was chaired by Dr. B. C. Matthews, President of the University of Waterloo, was sent to all interested parties. Meetings will be held with the Ministry's client groups before action is taken on the commission's recommendations.

During the year, the Ministry issued a major policy paper titled *Issues and Directions*. *Issues and Directions*, the Ministry's response to the Commission on Declining Enrolment, was sent to teachers and trustee organizations, school-board officers, home-and-school and parent-teacher associations, and every school in the province. *Issues and Directions* contains an outline of the policy positions that the Ministry has taken or is considering taking with respect to all aspects of elementary and secondary education in Ontario.

Further details of these projects and other activities undertaken by the Ministry during the 1980-81 fiscal year are outlined on the following pages.

Curriculum

Programs

Under the programs of the Elementary Education Branch, twenty-five curriculum documents were brought to completion in 1980-81, and their distribution to school boards and schools was undertaken. Three of the twelve English-language documents were curriculum guidelines (i.e., policy statements and related material with respect to specific subjects). Curriculum guidelines are the basis from which local programs must be developed.

Mathematics, Intermediate Division, 1980 was distributed to school boards in the fall of the year. The guideline represented the final revision, based on extensive field study and validation, of substantial draft material that was distributed in 1977. As of September 1981, the guideline will be the official basis for Grades 7 to 10 courses in mathematics.

In the fall of 1980, the new curriculum guideline *French, Core Programs, 1980*, outlining programs from Kindergarten to Grade 13, was distributed to school boards. School systems were urged to study the guideline, to examine existing programs, and to take appropriate steps to implement the guideline not later than September 1981. Enrolment statistics indicate that the percentage of English-speaking students in French-as-a-second-language programs has increased to the point where, in 1979-80, over 90 per cent of students are involved by Grade 6.

Towards the end of the fiscal year the new guideline *Dramatic Arts, Intermediate and Senior Division, 1981* was published. It will be distributed in the summer of 1981. In addition to providing the basis for courses in drama from Grade 7 to Grade 13, the guideline encourages the use of drama as a method of teaching all areas of the curriculum. Significant approaches to, and practical suggestions for, evaluation in drama and in the arts generally are included, as well as a set of references to assist both beginning and experienced teachers.

Among the thirteen French-language documents completed was *Français, cycles primaire et moyen, 1980*, which was issued early in the year. This document assists Primary and Junior teachers with practical curriculum ideas for the development of first-language capabilities in French-language elementary schools. *Explorations et enracinements français en Ontario, 1610-1978*, a resource guide on French Ontario, is the first of several documents prepared by the Ministry to help teachers in French-language schools to instil knowledge and pride of the French heritage in this province.

In October 1980 the resource booklets *Remembrance Day* and *Jour du souvenir* were delivered to school boards for use in elementary and secondary schools. These booklets assist teachers by providing activities and a broad range of study materials to help students understand the sacrifice of soldiers in past wars, appreciate the realities and complexities of war, and cherish the blessings of peace and freedom. The booklets also deal with the topics of avoiding conflict and fostering peaceful co-operation.

Under the energy-education program, six more support documents developed in co-operation with the Ministry of Energy were published in the format of Curriculum Ideas for Teachers. The titles published for the Primary Division included *We Really Care About Water and Air!* (P1), *Eating and Energy – A Part of Every Day* (P2), and *Transportation and Energy* (P4). Those published for the Junior Division included *Water and Energy* (J1), *Food and Human Energy* (J2), and *Clothing, Shelter, and Energy* (J3).

Multiculturalism

The Heritage Languages Program in elementary schools had grown by the beginning of the year to include over three thousand classes in forty-four different languages through fifty-one participating school boards.

A significant publication by the Ministry in 1980 was *Race, Religion, and Culture in Ontario School Materials*. The purpose of these guidelines is to assist authors, editors, illustrators, and publishers to avoid racial, religious, and cultural bias, prejudice, stereotypes, and misinformation when preparing learning materials for use in Ontario schools. Members of the committee that advised the Ministry in the preparation of the booklet represented the Association of Canadian Publishers, the Black Liaison Committee, the Board of Education for the City of Toronto, the Canadian Book Publishers' Council, the Canadian Council of Christians and Jews, the Canadian Society of Muslims, the Council of Muslim Communities of Canada, the Ontario Advisory Council on Multiculturalism, the Ontario Human Rights Commission, the Ontario Teachers' Federation, the Sikh Community in Toronto, and the Urban Alliance on Race Relations. The booklet has been widely distributed and has received much positive reaction.

The report of the provincial review on multicultural education policies for the Primary and Junior divisions has been completed.

The Experience '80 summer student employment program took the form of a multicultural project to develop media literacy skills. The project was sponsored by the Ministry of Education in association with the Ontario Human Rights Commission and the Ontario Educational Communications Authority.

Early Identification

The Ministry of Education is continuing to assist school boards in refining procedures for the early identification of children's learning needs. This process has included the following activities:

- initiation, by designated staff members in each regional office, of regional conferences for representatives from school boards having responsibility for implementation of early identification;
- continued dissemination of information on useful research, such as the research studies published by the Ministry of Education and the videotapes developed by OECA;
- sponsorship of new research studies that focus on the developmental nature of young children and the optimal environment for learning;
- interpretation of policies on early identification and its relationship to Bill 82 via panel discussions at major conferences;
- production of an audiotape on early identification for radio broadcast in rural areas of the province;
- development of a paper containing current information on the policies, expectations, resources, and successful implementation strategies that are used by boards in early identification;
- co-operation with the Ministry of Community and Social Services and the Ministry of Health in an interministerial committee to consider identification of learning problems from birth to school entry.

Native Education

The utilization of the curricular materials *People of Native Ancestry* and "Touch a Child" continued this year. As well, the Senior Division curriculum guideline *People of Native Ancestry* is in the final stages of development.

A program for the education of Native teachers was offered at Lakehead University to increase the number of qualified Native teachers in Northwestern Ontario through an alternative program that prepared them to meet the special social and cultural needs of Native communities. Thirty-one Native people obtained teacher certification through the program.

A three-part Native Counsellor's Training Program, co-sponsored by the Ministry of Education and the federal Department of Indian and Northern Affairs, was offered at Laurentian University during the summer of 1980. This program was designed to provide an avenue for Native counsellors to develop the essential skills, knowledge, and experience that relate directly to the practice of counselling Native students. After four summer sessions, thirty-two persons have received the Native Counsellor's Certificate.

A joint effort by the Ministry of Education, the Ministry of Community and Social Services, and the Lakehead Board of Education has resulted in a program for the development of support services to meet the needs of students from outlying areas who obtain their schooling in Thunder Bay. Many of these students are of Native origin. This program has been in operation since 1974 and has proven successful.

Senior and Continuing Education

The Senior and Continuing Education Branch produced eight curriculum documents, including a discussion paper entitled *Continuing Education: The Third System*. This discussion paper will be used to help determine how the educational services of Ontario may be employed to create the greatest opportunities with the most economical use of public resources.

Co-operative Education

Co-operative education continued its growth in the secondary schools of Ontario. Co-operative education offers an opportunity for on-the-job learning, in which the out-of-school component is closely related to the student's in-school academic program. Approximately three thousand students were involved in co-operative education in the school year 1980-81.

Circular H.S.1, 1979-81: Secondary School Diploma Requirements

The circular has been extended to June 1983. The in-depth study of secondary school education in Ontario is progressing as planned. It will include a review of diploma requirements, as well as all other aspects of secondary education.

Guidance Publications, Services, and Programs

The Ministry is committed to improving the availability and effectiveness of guidance services and programs to students. To this end, the Work and Employability Skills Program, after being piloted and rewritten, is now being edited and will be available to the schools in the fall of 1981. This twenty-five-lesson program is designed to assist students in planning a career, in making career decisions, and in conducting effective job searches.

The excellent career kit *Career Planning for Secondary School Students*, which was produced by the York County Board of Education, has been purchased and distributed to all secondary schools. As well, the publication *After 8?* was revised and distributed to all Grade 8 students.

Several publications have been produced and distributed for the Student Guidance Information Service (SGIS). The SGIS slide/tape presentation, the *Counsellor's Handbook*, the *Master List of Occupational Titles*, the SGIS poster, and the SGIS pamphlet have been produced in a bilingual format.

The Student Guidance Information Service, which was extended on an experimental basis to some Grades 7 and 8 students in 1980-81, will be offered to all Grades 7 and 8 students in the province in 1981-82. Australian educational authorities have expressed interest in SGIS. At the request of the government of Saskatchewan, the service and the technical expertise required for its use were made available to that province. SGIS is being adapted to meet the particular needs of the students in Saskatchewan schools.

The Linkage Project

This project provides in-school training in a number of specified occupations. Students may complete the basic (first course) program while still in secondary school. A further two courses, leading to a certificate of qualification, are offered at colleges of applied arts and technology. One new training profile has been developed, for motor vehicle mechanic. French translations of the training profiles for the trades of motor vehicle mechanic, general machinist, cook, baker, hairstylist, industrial millwright, construction millwright, retail meat cutter, and major appliance repair have been produced.

Special Education

This has been a significant year in the history of special education in Ontario. On December 12, 1980, Bill 82, an act to amend The Education Act, 1974, received royal assent. Bill 82 ensures:

- universal access of all Ontario school-age pupils to a publicly supported education, regardless of the pupil's special educational needs;
- the provision of special education programs and special education services that meet the needs of exceptional pupils;
- the involvement and participation of the parents or guardians of exceptional pupils in the assessment, identification, and placement of such pupils, including the right to withhold permission for a particular placement and the right to require a review of the pupil's placement at any time.

Bill 82 provides for appeal mechanisms whereby a parent or guardian may appeal the decision of the local school board and its committee regarding identification and placement. Should the parent or guardian find it necessary to appeal further a decision affecting a student, such an appeal can be made to a special education tribunal established by the province.

It is possible that, in a small number of cases, it may be verified that a particular child is a "hard-to-serve pupil", a term that designates a pupil who cannot profit from instruction. In such cases the school board will assist the parent or guardian to locate appropriate care or treatment services. An appeal mechanism is also available in those instances where the parent or guardian disagrees with the "hard-to-serve" determination.

By regulation, the bill's provisions will be phased in over a four-year period to ensure that implementation occurs as effectively as possible. Twenty-one pilot boards were selected in September 1980 to work with a Ministry initiating team to do a needs assessment as well as to refine and finalize a board planning guide prepared by the Special Education Branch for use with every school board in the province from September 1981 onwards.

An information manual has been developed for the administrative use of school boards and it is now being validated. Special education instructional materials and resources manuals are being prepared to assist teachers in working with exceptional pupils. In addition, the Special Education and Grants Policy branches are examining the funding of special education programs and services to ensure that the most efficient and equitable mechanism for financing boards' services is in place.

An audio-visual program on Bill 82 was produced by the Ontario Educational Communications Authority in consultation with the Ministry of Education and the Ontario Teachers' Federation. The program was developed for broadcasting on TVOntario and is designed to be informative to both teachers and the general public.

Teacher education in special education was an important area of focus. Special Education Additional Qualifications programs for teachers were reviewed by the Ministry during the year. Review teams, consisting of representatives of the Ministry, the faculties of education, and the Ontario Teachers' Federation, visited courses across the province during the winter and summer to gather information for a report, which is now being given careful study.

Professional-development assistance was provided to school boards through the secondment of university and board professional-development specialists to the Ministry's regional offices. These specialists have been working within each region, operating workshops and training sessions that focus on staff development.

A new curriculum support document for the Primary and Junior divisions, *Children With Learning Disabilities*, was printed and distributed. The support documents *Children With Moderate and Severe Intellectual Handicaps* and *Music Is Special, Children Are Special* are now in the final stages of production. Plans for the revision of the document *Children Who Are Homebound, Hospitalized, or in Treatment Centres* and the production of a new document for the deaf and hard-of-hearing were finalized.

A conference on learning disabilities, conducted by the Ontario Association for Children with Learning Disabilities and co-sponsored by the Ministry of Education, was held for parents, teachers, allied professionals, and trustees. A conference on programs and services for developmentally handicapped pupils, jointly sponsored by the Association for the Mentally Retarded and the Ministry of Education, was also held for parents, administrators, and trustees.

French-Language Education

The Government of Ontario recognizes the principle that both English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure, whenever it is practically feasible, that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when requests to be taught in the French language are received from a specified number of students. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1980, there were in Ontario 293 elementary schools and 32 secondary schools where French was the language of communication, administration, and instruction. In addition, there were 32 secondary schools that had a French-language instructional unit in which all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1980-81 school year totalled 28 040 students at the secondary level and 67 727 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of all Ministry documents, especially in the area of curriculum.

Several initiatives were undertaken in 1980-81 to improve further the quality of French-language education. In a policy statement on the level of service offered to French-speaking students in mixed schools, the Ministry encouraged school boards operating such schools to consider establishing French-language school entities in which French-speaking teachers and students work together under the leadership of a French-speaking principal in a setting identified as a French-language school. To determine which type of facility is required, each situation in which a homogeneous French-language school is established has been examined on its own merits and circumstances. Where mixed schools remain by local agreement, the Ministry will conduct regular reviews to ensure that these mixed educational entities are providing both groups of students with a level of educational opportunities consistent with Ministry policy goals.

The Council for Franco-Ontarian Education, or Conseil de l'éducation franco-ontarienne, has been revised this year and has been established as an external advisory body to the Minister of Education and Colleges and Universities. The council is composed of seven voting members, all non-public-service. One of the members is the chairman of the council. The Assistant Deputy Minister/Franco-Ontarian Education serves on the council as a non-voting member.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Educational Research and Evaluation

The Research and Evaluation Branch is responsible for planning and administering educational research, for disseminating the results, for developing evaluation systems, and for analysing data produced for the Ministry of Education.

A major initiative of the branch in 1980 was the continued development of the Ontario Assessment Instrument Pool. Instruments dealing with mathematics, history, and geography in the Intermediate Division were published. This project will ultimately provide a wide variety of thoroughly tested instruments and methods of assessment that will improve the evaluation of both student achievement and the educational programs being offered throughout the province.

Priorities for educational research included studies dealing with the processes for implementing curriculum, the potential impact of computers in education, the availability of part-time university programs, and the classroom practices that provide a good learning experience. Research on the learning of French focused on the implementation of different modes of instruction at all levels in elementary schools.

Management Information Systems

In order to allow the Ministry to respond more effectively to the growing needs of the educational community, the activities of the Information Systems Branch were further consolidated and an information centre was established. The centre, which was an amalgamation of the ONTERIS (data base development) program and the library, was formed to provide a central access point to all data sources.

In addition to becoming an integrated organization and improving service to the staff of the Ministry, the information centre has initiated the development of a strategic-planning collection and data base. The ONTERIS research and curriculum data bases have been expanded to provide a search service and access to several new users in the educational community. In response to the government's freedom of information initiatives a public reading room was opened.

Activities in the Statistical Information Services section have focused on streamlining and introducing greater efficiency into the collection and use of educational data. There is a growing awareness of the need to use information to support the operational, planning, and policy functions of the program areas.

Statistical analysis was concentrated mainly in the areas of enrolment and projections, teacher demand and supply, student achievement, and programs relating to minority and second languages. A fresh initiative during the year was a province-wide survey to collect information on male/female participation in secondary school programs; approximately 240 secondary schools were selected for this project.

In the Registrar Services area, approximately 3200 teachers received their basic teaching certificates after graduation from preservice training programs. In addition, 16 500 teachers received new Ontario Teacher's Qualifications Record Cards as a result of in-service programs. Evaluation services provided assessments for 6500 out-of-province teachers, while the evaluation of post-graduate credentials resulted in the issuance of 13 800 Ontario Teacher's Qualifications Record Cards and 6300 Ontario Teacher's Certificates. Over 7500 evaluations of foreign educational documents were processed for immigrants to Ontario seeking employment and for school officials seeking assistance in assessing students' credentials for school placement.

The Secondary School Graduation Diploma was awarded to 105 774 students. During the same period 42 807 students qualified for the Secondary School Honour Graduation Diploma. Of these, 25.5 per cent (10 904) received an award under the Ontario Scholarship Program, indicating that they had attained an average of 80 per cent or better in six Honour Graduation credits.

In the Computer Services area, significant policies and projects were developed. These should have a long-range impact on the quality and delivery of information to the educational community. Major initiatives included (a) the adoption and implementation of a Corporate Information Policy for the Ministry; and (b) the establishment by the branch of a data administration area, which, together with the Corporate Information Policy, will expand to a Ministry-wide function.

The Co-operative Remote Job Entry (CRJE) Network was increased by two boards to a total of twenty participating school boards. The Student Guidance Information Service (SGIS) was extended to Grades 7 and 8 students in Northern Ontario.

An important initiative was taken in the development of the Educational Computing Network of Ontario (ECNO). ECNO is a technological evolution of the CRJE Network and is designed to provide school boards with local processing power via a mini-computer.

Communication Services

The Communication Services Branch plans and operates public-information programs aimed at keeping the Ministry's client groups – parents, students, and educators – aware of Ministry activities and policies.

The most popular public-information program continues to be Education and You, a series of fact sheets that details many aspects of education in Ontario. The fact sheets were in high demand by principals and teachers for use at school open houses and on parent-teacher nights. In addition to being distributed through the schools, they are also distributed through more than 1700 stores and other outlets across the province. During the period covered by this report more than 2 000 000 fact sheets were distributed. The fact sheets are available in both French and English.

The branch also operates a public-inquiries service staffed by information officers who are familiar with Ministry programs. During the year more than 8000 written inquiries and 22 000 telephone inquiries were answered. Staff also answered inquiries from members of the legislative press gallery and from media across the province.

During the year branch staff staged more than sixty exhibits across Ontario. The exhibits formed part of educational conferences, seminars, and workshops. The branch's print production unit was responsible for the editing, design, and printing of more than 110 publications produced by the Ministry in this fiscal year.

Special Projects

Learning Materials Development Plan and French-Language Fund

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials in the English and French languages.

To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1980 Learning Materials Development Plan competition, some thirty-three projects were funded for the development of print and non-print materials for classes taught in English and French-as-a-second-language classes.

The French-Language Fund competition provided funding for about fifty-five projects, involving the production of original works as well as translations and adaptations for Ontario students enrolled in French-language schools.

Circular 14

Circular 14, the annual publication listing all textbooks that have been reviewed and approved for use in Ontario schools, showed a steady growth of new titles in both English and French during the year. In selecting textbooks for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

Book Purchase Plan

The Book Purchase Plan, under which sample copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application, provided 276 605 copies of 233 titles to 4753 schools and boards during 1980.

Student Exchanges

Some 5330 elementary and secondary students participated in educational and cultural exchanges directly connected with French as a second language and French as a minority language. These exchanges were with students in Ontario and in other provinces and countries. A total of one hundred secondary school students spent three months attending school in West Germany, and thirty visited France for the same period. A two-month exchange was initiated for another thirty students in the French-speaking canton of Geneva, Switzerland. A pilot program has been established with Italy for the exchange of twenty-five students, commencing in September 1981. Under the terms of the exchanges the foreign students live in the homes of their Ontario partners and attend Ontario schools. The Ontario students return to their foreign partners' homes later in the year and attend the foreign schools.

A German-language immersion course for twenty-five Ontario secondary school students was held in Lahr, West Germany. The one-month program was offered during the summer vacation. In the summer of 1981, the course will be held in Kulmbach, Bavaria, with the last week to be spent in Berlin.

Educator Exchanges

Under an educator-exchange program with France, a group of seven second-language teachers on exchange from France taught French in Ontario schools, while seven Ontario teachers of French as a second language taught English in French schools. Under a similar program, one Ontario teacher exchanged with a second-language teacher from Belgium.

Also during the year, twenty-six Ontario teachers and one Ontario vice-principal travelled to the United Kingdom and ten Ontario teachers travelled to the United States under educator-exchange programs co-ordinated by the Canadian Education Association, the League for the Exchange of Commonwealth Teachers, and the U.S. Office of Education. These programs are conducted every year; over 250 applications were received during the autumn of 1980 for participation in the 1981-82 programs.

There are thirty-five Australian teachers on exchange in Ontario and an equivalent number of Ontario teachers in Australia: eight in Western Australia, three in Victoria, four in Queensland, twelve in New South Wales, four in the Australian Capital Territory (Canberra) and the Northern Territory, and four in Southern Australia.

In 1980-81, seven Ontario teachers exchanged their teaching assignments with colleagues from Quebec and British Columbia. Two educators taught English in Quebec, while another five were on exchange in British Columbia. Educator exchanges have also been organized with Alberta, Manitoba, Nova Scotia, and New Brunswick.

At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are also being encouraged by the Ontario Ministry of Education.

Ontario Student Leadership Centre

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student leadership development, which ran from June to mid-October. In 1980 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. More than 1400 students attended the centre. Programs are staffed by school board, university, and Ministry personnel.

In addition to the Ministry programs, many youth and adult groups conducted a variety of programs at the centre during May, September, and October. These programs ranged from sports clinics for teachers and coaches to student-leadership courses offered by individual schools.

Ontario Young Travellers

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, Ontario Place, and the McMichael Canadian Collection – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. The Ontario Young Travellers program, under which such visits fall, is now available for Grade 8, senior elementary, special education, and mixed Grades 7 and 8 classes, as well as for Grade 7 classes that are the last grade in an elementary school. The program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The Ministry provides a grant covering most of the transportation costs from the school to the provincial capital. Some assistance is provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. The Ministry also assists with the accommodation arrangements and with the planning of the visit, if requested to do so.

During the year, approximately 6250 students from the north of the province visited the provincial capital under the auspices of the Ontario Young Travellers program.

Project Canada

This national program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and of the northern territories, and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, as well as student-exchange visits, Ontario students gain a broader understanding of the multicultural character of Canada. This program grew out of meetings of the Ontario-Quebec Permanent Commission. Twinned classes exchange letters, tapes, projects, and, in some cases, visits. There has recently been a noticeable increase in the number of teachers using Ontario-Quebec Class Twinning to develop their students' second-language skills.

Summer Employment Programs for Students

The Ministry's program in the area of summer employment for students is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or preparation of educational kits, to their Ministry regional office. Applications are considered on the basis of merit and geographic distribution. In 1980, the Ministry approved 233 projects. Through grants from the Ministry (the funds for which come from the Youth Secretariat) these boards hired 1485 students to work on their projects. As well, 116 students were employed by the Ministry under this program.

Second-Language Monitor Program

This federal-provincial program is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language. Over three hundred students at seventeen Ontario universities and community colleges are being paid \$3000 each to act as monitors in the schools of thirty-six Ontario boards. The students usually work with small conversation groups.

Of the 306 students, approximately 280 are French-speaking post-secondary students – from Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland, Nova Scotia, Ontario, Quebec, and Saskatchewan – who work with English-speaking students studying French as a second language. Twenty-six of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

There are also ten full-time Francophone monitors in Ontario schools that are not close to a university centre. Eight monitors are from Quebec and two are from Ontario. They work twenty-five hours a week with small groups of students: six work under the direction of teachers of French as a second language, and four with the staff of French-language instructional units. Each monitor receives \$6000. This program is a pilot project financed by the Secretary of State.

Canadian Studies Seminars for Educators From Western Europe

Each summer the Ministry organizes several two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in five European countries.

Candidates pay a nominal course fee; the Ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

Summer Seminars in Europe for Ontario Educators

In the summer of 1981, seven seminars in five Western European countries are open to Ontario educators. These programs, of two to four weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

Interchange on Canadian Studies

In 1980 twenty outstanding Grade 12 students selected from across Ontario met with similar delegations from the other provinces and the territories. The 1981 conference was held in Kingston during Education Week. It was co-sponsored by the Frontenac County Board of Education and the Ministry of Education, Ontario.

Details of the 1981 general legislative grants were released in February. Provincial grants to school boards for 1981 will total \$2446.3 million, an increase of \$214.3 million over 1980. In addition to the \$2446.3 million, additional grants will be provided for 1981 to soften the impact of declining enrolment on school board budgets and mill rates and to keep the local tax burden to a minimum.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to assist boards to replace technical and vocational equipment was continued.

Additional grants were provided for special education programs arising from the recent provincial legislation respecting special education. The total additional amount for implementing the new special education initiatives for 1981 was \$36.3 million.

Grants were improved for the Heritage Languages Program and for the teaching of French both as a first and as a second language.

The new funding mechanisms that were introduced in 1980 to encourage the provision of French-language education programs at the secondary level were continued for 1981.

The maximum ordinary expenditure per pupil recognized by the Ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to \$1730, up from \$1546 in 1980. The ceiling for secondary school pupils was raised to \$2403, up from \$2154 in 1980. These basic-grant ceiling figures were adjusted upwards by weighting factors that gave boards extra grants to compensate for unusually high costs related to program initiatives such as special education, and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

As in previous years, priority for capital funding was given to cases involving new housing developments, portable school units, and fire-safety and health factors. In addition, grants were introduced to fund projects initiated by boards to make school buildings more energy-efficient. Energy Ontario funding was also made available through the Ministry to assist boards to convert from the use of oil to other fuels.

Regional Services Secretariat

The secretariat provides support services within the Regional Services Division for the office of the Executive Director of Regional Services and for the regional offices of the Ministry of Education. The secretariat is responsible for the co-ordination of policies and procedures related to all aspects of the implementation and review of Ministry policy. Secretariat personnel also provide regular communication linkages with the provincial educational organizations and the Ministry's regional offices. Co-ordination and administration of other field services such as those related to school attendance, French-language consultative services, private schools, and the Refugee Settlement Program are provided as well.

Regional Offices

The Ministry of Education has six regional offices across the province. The regional directors of education and their staff are responsible for informing school systems of Ministry policy and programs; participating in the development of policy; ensuring, in co-operation with local boards, that Ministry policy is carried out; assessing the effectiveness of provincial policies, programs, and guidelines; assisting boards to develop means of improving their programs; and providing direct services for boards whose size or scope limits the availability of administrative or support staff.

The staffs of the regional offices carry out their responsibilities through three main types of activities – administrative, review, and service. The administrative duties include the approval of capital allocations, general legislative grants, modified school-year calendars, and experimental courses. In their review capacity, the regional offices, using a variety of procedures, examine the implementation of Ministry policies, guidelines, circulars, and directives. Ministry officials also assess the impact of legislative acts and their attendant regulations upon the programs offered by the schools of the province. The review activities are intended to provide current information that enables educators at both the provincial and the local levels to perceive educational achievements more clearly and to make informed decisions in the areas of development and accountability. In their service role the regional offices keep boards and other organizations informed of Ministry policy and programs as stated in the province's acts, regulations, circulars, guidelines, and memoranda and provide assistance to complement the administrative and support services of local boards. The staffs of the regional offices also provide all school boards, their staffs, and the public with access to the Minister and government officials.

In order to provide direct service to school boards in preparation for the implementation of Bill 82 (the act that introduced required special education services), sixteen educators were seconded from local school systems. Fifteen of the secondees worked in the regional offices to assist boards in the development of special education programs and services. This involved in-service training in the identification of a child's needs, assessments, case conferences, programming, and follow-up activities. Assistance was also provided to the Ministry and school boards with the development of curriculum and support materials in special education. One of the secondees was assigned to the Special Education Branch to prepare a manual to assist boards to provide professional development for special education teachers.

Four teams of seconded consultants provided French-language schools with direct access to consultative and professional-development services. This program is completing a successful third year and will be continued for another year.

Through regular interaction with the other partners in the provincial educational community, the regional offices of the Ministry of Education perform a key role in achieving the prime goals of education established in the province: the provision of quality programs and equality of educational opportunity for all students in Ontario.

Northern Corps

Since its inception in 1966, the Northern Corps program has made possible the staffing of a number of isolated schools in Northern Ontario with qualified and capable teaching personnel. Isolation is one factor that determines the designation of a school as Northern Corps. Most of these schools are close to railway services and a few can be reached by road. At certain times of the year, however, some schools are accessible only by aircraft or snowmobile. In these instances, the telephone or two-way radio provides the critical link between the school and the outside world. Northern Corps schools are supervised directly by the regional offices of the Ministry of Education.

Having designated a school as Northern Corps, the Ministry assumes responsibility for assisting the school board to hire teachers, for providing necessary finances, and for equipping the school with appropriate teaching aids. Northern Corps schools provide basic education from Grade 1 to Grade 9. Students must board at a larger centre in order to continue their secondary education.

Most of the teachers are hired by the local district school area boards. In addition, with the co-operation of larger boards, teachers may be seconded from their schools to participate in the Northern Corps program for terms of up to three years. Conditions are made as attractive as possible for the teachers. The schools have living quarters attached or adjacent to them for which teachers pay a nominal rent. All Northern Corps teachers may take part in a one-week professional-development program during the school year.

Schools for the Blind and the Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 232 students. The school program, which provides a high standard of education tailored to the needs of blind students, aims to prepare these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full range of courses at the secondary level. A teacher-training program for teachers of both the blind and the deaf/blind is provided at the school.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Strong efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. So that students can also continue to experience the benefits of a family setting, weekly transportation home is provided for most of them. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, The W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. It also offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf/blind students. The program serves the province of Ontario and also offers education for deaf/blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-six such students in the program.

The Ministry operates three schools for the hearing handicapped: The Sir James Whitney School in Belleville, The Ernest C. Drury School in Milton, and The Robarts School in London. All three are regional resource centres for the hearing-handicapped and provide a broad range of services to local school

boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visitations and courses, and public information.

The Roberts School, with an enrolment of 99 residential and 62 day students, and The Ernest C. Drury School, with an enrolment of 121 residential and 223 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 244 residential and 87 day students, also makes provision for weekly trips home for more than half of its residential enrolment; however, since the school serves the distant northern areas of the province, it provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to help the students from northern areas to visit their homes as often as possible.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *Circular H.S.1* to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton and the Children's Psychiatric Research Institute in London – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Six graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized university for the deaf in the world. Eleven provincial-school graduates entered other post-secondary programs. Twenty graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certified teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-handicapped. Seventeen trainees are currently enrolled at the centre. They will receive the Ontario

Diploma in Deaf Education upon successful completion of their studies.

Developmental Centres Schools

There are currently some 1150 students in the thirteen Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. The students may be mentally retarded, developmentally handicapped, or emotionally disturbed. Many are multihandicapped. The prime goal of these schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Regular evaluations help the staff in these schools to assess students' individual progress towards the fullest possible development of their potential. Case reviews are conducted co-operatively with local staff members of the Ministries of Education, Health, and/or Community and Social Services.

The programs provided are designed to encourage student participation in social and recreational activities in both the school and the community. The idea that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging. Communication skills, motor skills, and life skills are included in all of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems.

Specially trained teachers are essential if the programs are to have positive results. Thus, the Ministry encourages teachers in the Developmental Centres Schools to attend workshops, seminars, and courses in special education. Some schools provide in-service education in their own localities for their own teachers and teachers from local jurisdictions.

Training Schools

There are currently some 250 students in educational programs in five training schools operated by the Ministry of Community and Social Services. Since July 1977, the Ministry of Education has been operating the educational units in these facilities. Appropriate programs that meet the needs, interests, and abilities of the wards are provided through a staff of qualified teachers.

Demonstration Schools

Two demonstration schools for Ontario children with severe learning disabilities were opened in 1979. They were established to provide special residential educational programs for students between the ages of six and twenty-one years.

These schools, the Trillium School in Milton and the Centre Jules Léger in Ottawa, whose languages of instruction are English and French respectively, assist students enrolled in their programs to develop their abilities sufficiently to be able to return to local programs operated by school boards. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills.

The Trillium School is operated by the Ministry of Education and has an enrolment of forty students.

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the administration of the total program at the centre. The school's enrolment is currently thirty.

An in-service teacher-education component is provided at each school for up to twelve persons per session; each session lasts five full days. Boards may claim reimbursement to a maximum of fifty dollars daily for the cost of each occasional teacher brought in to replace those teachers who attend the sessions. Both the Trillium School and the Centre Jules Léger assume these costs directly.

Correspondence Education

More than 70 000 Ontario residents participated during 1980-81 in the independent study program offered by correspondence education. Adults comprise approximately 90 per cent of those who have chosen this method of pursuing their studies. Some enrol for the purpose of completing their secondary education and earning a diploma; some seek educational upgrading or increased facility in English; some want to acquire vocational skills or to expand their knowledge of a subject that interests them; and still others choose to study for personal enjoyment and growth.

The remaining 10 per cent enrolled in correspondence education are children unable to attend school and day-school students who want to study courses not available to them at their secondary schools.

Applicants may select from a secondary school program of 101 English-language courses and 53 courses for those who speak French. In addition, elementary courses from Grade 1 to Grade 8 are available in both English and French. Students may select courses to match their abilities and interests; a wide range of subjects is available at levels of difficulty ranging from basic to advanced. The program is reviewed annually and modified to meet student needs.

A staff of 96 permanent employees develops the learning materials and maintains student and professional services. Over 700 associate teachers, working on a fee-for-service basis, evaluate student assignments and give tutorial assistance by correspondence. A counselling service, provided in English and French by interview, telephone, and correspondence, advises students on such matters as enrolment procedures, selection of appropriate courses, and requirements for diplomas. Counsellors also respond to requests for help in career planning and for information about educational opportunities.

The correspondence education calendar, published annually, provides information about the courses and services offered free to Ontario residents.

Advisory Committees

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the Ministry in ensuring that its work in the area of special education is tailored to specific needs in that field. Represented on the council are the Alliance for Children – Ontario, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Committee to Prepare Guidelines to Avoid Bias and Prejudice in Learning Materials

This committee was formed in September 1977 to develop suggestions that would help authors and publishers to avoid racial, religious, and cultural bias, prejudice, stereotypes, and misinformation when preparing learning materials for use in Ontario schools. Represented on the committee were the Association of Canadian Publishers, the Black Liaison Committee, the Board of Education for the City of Toronto, the Canadian Book Publishers' Council, the Canadian Council of Christians and Jews, the Canadian Society of Muslims, the Council of Muslim Communities of Canada, the Ontario Advisory Council on Multiculturalism, the Ontario Human Rights Commission, the Ontario Teachers' Federation, the Sikh Community in Toronto, the Urban Alliance on Race Relations, and the Ministry of Education, Ontario.

In 1980 the Ministry published a booklet entitled *Race, Religion, and Culture in Ontario School Materials*. It was distributed to publishers, media producers, directors of education, co-ordinators, consultants, faculties of education, OISE, and the departments of education in the other provinces. It is being distributed on a continuing basis to evaluators of textbooks for *Circular 14*, and to multicultural associations. The reaction to this booklet has been positive.

Secondary Education Review Project

The Secondary Education Review Project was established in 1980. It is designed to meet a set of clearly defined objectives, which call for a complete review of the secondary school system with respect to its role in the lives of students and its impact on society.

Mr. Duncan Green, Director of Education for the Board of Education for the City of Toronto, was appointed chairman of the project. He is on loan to the Ministry of Education for the duration of the project and is chairing each of the committees associated with it. The work of the committees is supported by a secretariat established within the Ministry of Education.

The project has four committees drawn from a broad range of public, professional, and student interests. The committees will produce a series of reports, which will culminate in recommendations to the Minister of Education. It is anticipated that the recommendations will indicate the ways and means whereby secondary education can be reshaped to serve the interests of students and the needs of society as the province approaches the twenty-first century.

Ministerial Agencies and Commissions

The Languages of Instruction Commission of Ontario

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception, the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The Provincial Schools Authority

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers has, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreement.

A Commission to Review the Collective Negotiation Process Between Teachers and School Boards

This commission was announced in the legislature on October 30, 1979, and appointed by order-in-council dated January 2, 1980. The commissioners were Dr. B. C. Matthews, President of the University of Waterloo; Dr. Roderick Fraser, Department of Economics, Queen's University; and Dr. John Crispo, Faculty of Management Studies, University of Toronto.

The commission held public hearings, received briefs, and studied relevant documents, research papers, and so on. The commission's report, with forty-nine specific recommendations relating to collective negotiation procedures, teachers' individual contracts, and the responsibilities of the Education Relations Commission, was submitted on June 18, 1980.

The commission's recommendations have been the subject of discussion by Ministry officials, school boards, and provincial educational organizations.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission; the Education Relations Commission; and the Ontario Institute for Studies in Education.

Ontario Educational Services Corporation (OESC)

The OESC was established in the latter part of 1980. The goal of the corporation is to stimulate Ontario's position in international business by making available the resources of the province's educational system to private-sector companies conducting business abroad. Mr. D.C. McGeachy, of London, Ontario, was appointed chairman of the corporation's board.

Publications

This is a partial list of publications issued during the 1980-81 fiscal year.

Guidelines

- *Family Studies, Intermediate Division* (French)
- *French Core Program, 1980* (English only)
- *Geography, Senior Division* (French)
- *Guidance, Intermediate Division* (French)
- *Mathematics, Intermediate Division, 1980* (English)

Support Documents

- *Children With Behavioural Exceptionalities* (French)
- *Children With Learning Disabilities* (English)
- *Children With Mild Intellectual Handicaps* (French)
- *Children With Physical Handicaps and Health Impairments* (English)
- *Clothing, Shelter, and Energy, J3* (English)
- *Eating and Energy – A Part of Every Day, P2* (English)
- *English, Senior Division, Resource Guide* (English only)
- *Evaluation and the English Program* (English only)
- *Fitness* (French)
- *Food and Human Energy, J2* (English)
- *Fragile Environments* (French)
- *Français, cycles primaire et moyen* (French only)
- *Geography, Intermediate Division, Resource List* (English)
- *Gifted/Talented Children* (French)
- *L'héritage britannique* (French)
- *L'héritage français* (French)
- *Leisure Time* (French)
- *Notemaking in Action* (English)
- *Transportation and Energy, P4* (English)
- *Vision* (French)
- *Water and Energy, J1* (English)

Other

- *After 8?* (English and French)
- *Circular 14, 1981* (bilingual)
- *Circular 14A, 1980* (bilingual)
- *Circular 14B, 1980* (bilingual)
- *Correspondence Education, 1980-81* (calendar, bilingual)
- *The Counsellor's SGIS Handbook* (bilingual)
- *Directory of Education, 1980/1981* (bilingual)
- *Education Ontario* (quarterly tabloid, English and French)
- *Education Statistics, Ontario, 1979* (English)
- *Learning Materials Development Plan, 1980* (English only)
- *The Ontario Assessment Instrument Pool: A General Introduction* (English)
- *Race, Religion, and Culture in Ontario School Materials* (English)
- *Remembrance Day* (English and French)
- *Student Guidance Information Service Master List of Occupational Titles, 1980-1981* (bilingual)



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Ontario

Ministry of Education



Education

**Report of the Minister of Education
1981-82**

Report of the Minister of Education 1981-82



The Honourable John B. Aird, O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1981, and ending March 31, 1982.

It is the goal of the Ministry of Education to provide equal educational opportunities for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics Ontario, 1981*.

Respectfully submitted,

A handwritten signature in cursive script that reads "Bette Stephenson".

Bette Stephenson, M.D.
Minister of Education

Contents

Introduction	4	Grants	13
Curriculum	5	Regional Services Division	14
Programs		Regional Services Secretariat	
Native Education		Regional Offices	
French as a Second Language		Provincial Schools	
Drug Education		Schools for the Blind and the Deaf	
Multiculturalism		Developmental Centres Schools	
Senior and Continuing Education		Training Schools	
<i>Circular H.S.1, 1979-81: Secondary School</i>		Demonstration Schools	
<i>Diploma Requirements</i>		Correspondence Education	
Co-operative Education			
Continuing Education		Advisory Committees	17
Monitor Program for Francophones in Minority		Ministry of Education Advisory Council	
Areas		on Special Education	
Guidance Publications, Services, and Programs		Secondary Education Review Project	
The Linkage Project			
Services for Education	7	Ministerial Agencies and Commissions	18
Special Education		The Languages of Instruction Commission of	
Franco-Ontarian Education		Ontario	
Research		The Provincial Schools Authority	
Management Information Systems		Ontario Educational Services Corporation (OESC)	
Communication Services			
Special Projects	10	Publications	19
Learning Materials Development Plan and		Guidelines	
French-Language Fund		Support Documents	
<i>Circular 14</i>		Others	
Book Purchase Plan			
Student Exchanges and Educational Trips			
Educator Exchanges			
Ontario Student Leadership Centre			
Ontario Young Travellers			
Project Canada			
Ontario-Quebec Class Twinning Program			
Summer Employment Programs for Students			
Official-Language Monitors Program			
Canadian Studies Seminars for Educators			
From Western Europe			
Seminars in Europe for Ontario Educators			
Interchange on Canadian Studies			
Education Week			

Introduction

During the year the ministry undertook many initiatives that will significantly improve the education of our children. The ministry strongly believes that career guidance is essential for today's students. To improve this aspect of education, the ministry extended its Student Guidance Information Service to all Grade 7 and 8 students in Ontario. The computer-based guidance service, which has served Ontario's secondary school students for the past decade, will enable Grade 7 and 8 students to consider career opportunities at an earlier age.

The Secondary Education Review Project completed its work during the year and submitted its report in November. The report contained ninety-eight recommendations. One of the major changes suggested was the reorganization of the school program to cover a period of twelve years rather than thirteen. The report's recommendations are under study by ministry staff.

A committee to review the role of the school trustee, composed of school trustees, parents, and ministry officials, also concluded its work during the year. Included in the many recommendations submitted was one that would allow school trustees to set their own salaries. This report is also under study by ministry staff.

During the year the ministry also introduced the first credit courses in Native studies. The courses, for Grade 11, 12, and 13 students, will be developed from the new Senior Division guideline *People of Native Ancestry*, which was released in December. This is the third document in this subject area that has been produced by the ministry; Native studies documents for the Junior and Intermediate Divisions were produced several years ago.

In the fall I had the pleasure of meeting with school board chairpersons and their directors of education to discuss the government's special education legislation. During the two-day meeting ministry staff outlined the implementation program for the legislation, which requires that all school boards provide special education programs and services for all their exceptional pupils, including the intellectually gifted, by September 1985.

These are but a few of the significant achievements of the past year. Further details of these and other activities undertaken by the ministry during the 1981-82 fiscal year are outlined in the body of this report.

Curriculum

Programs

Under the curriculum development program of the Elementary Education Branch twenty-nine publications were produced during the 1981-82 fiscal year. The general focus of eight new English-language documents was on practical suggestions for teachers in the development of local curriculum. *Spelling: A Communication Skill* and *Focus on Writing* are two such examples of support documents designed to assist teachers in the Primary and Junior Divisions with important aspects of language arts programs.

A unique publication entitled *Days to Celebrate* was in the final printing stages. This document provides background information and a wide variety of suggestions to enable teachers to develop student appreciation and understanding of several major holidays and special days such as Commonwealth Day and Sir John A. Macdonald's birthday.

The twenty-one French-language documents include the curriculum guidelines *Mathématiques* and *Sciences* for the Intermediate Division and a wide range of support materials for *Histoire. La communauté francophone de l'Ontario* is an original French-language publication for use in Primary and Junior classes of French-language schools. The purpose of this document is to assist teachers in developing awareness and pride in the French heritage in Ontario in their students.

Native Education

Native education is one of the program responsibilities of the Elementary Education Branch. On December 1, 1981, a new curriculum guideline, *People of Native Ancestry, Senior Division, 1981*, was released by the Deputy Minister of Education at an official ceremony in Thunder Bay. As a policy guideline for the development of credit courses in Native studies, this guideline is the first of its kind. It is the most recent addition of curricular materials in the People of Native Ancestry series. The utilization of these materials and the supplementary kit "Touch a Child" continued this year.

The Native Teacher Education Program was again offered at the Faculty of Education, Lakehead University, Thunder Bay. The two-year program is designed to certify Native people as teachers and increase the number of qualified Native teachers. Successful candidates receive an Ontario Teacher's Certificate (Primary-Junior specialization). Forty-five Native people have successfully completed the program since it began in September 1979.

A three-part, five-week Native Counsellor's Training Program, co-sponsored by the Ministry of Education and the federal Department of Indian and Northern Affairs, was offered at Laurentian University during the summer of 1981. This program is designed to provide an avenue for Native counsellors to develop essential skills, knowledge, and experience that relate directly to the practice of counselling

Native students in elementary and secondary schools. After five summer sessions forty-five Native persons have received the Native Counsellor's Certificate.

French as a Second Language

Since the introduction in 1977 of a new program for Ontario students – *Teaching and Learning French as a Second Language* – increases have been noted in the percentage enrolment in elementary schools in immersion and extended programs.

The most significant increase is in the percentage of students selecting extended programs, which rose from 5.1 per cent of the elementary FSL population in 1977 to 13.8 per cent in 1980. Secondary schools are now providing follow-up courses for the "graduates" of such programs in elementary schools.

A Review and Evaluation Bulletin, *French as a Second Language Programs in Ontario* (vol. 3, no. 1, 1982), provides an overview of FSL programs in Ontario schools and indicates the progress that has been made in helping students achieve a meaningful grasp of the language and an understanding of the culture and heritage behind it. A second purpose of the report is to review the directions taken by the Ministry of Education with respect to its program policies, curriculum and support materials, financial incentives and grants offered to school boards, and financial assistance both to teachers for professional development and to students for exchange and travel. The third purpose of the FSL bulletin is to summarize the response by Ontario school boards to the various ministry incentives initiated since 1977, the degree to which students from Junior Kindergarten to Grade 13 have participated in FSL programs, and the hours of instruction they have accumulated in core, extended, and immersion programs.

Drug Education

In September 1981 the Ministry of Education sponsored a one-day forum on drug education. The forum was held for the purpose of sharing information about drug use, misuse, and abuse by the school-age population in Ontario and to encourage activity in the area of drug education. Representatives of parent, teacher, trustee, and supervisory-official associations, other ministries of government, and agencies involved in drug education attended. Printed proceedings of the forum were later distributed to all participants.

Multiculturalism

During the year a fact sheet, *Ontario's Heritage Languages Program*, was produced and distributed by the Elementary Education Branch. The brochure, which is made widely available to the public, discusses the purposes and nature of the program and the languages being taught to date and provides a

three-year statistical chart of languages, classes, pupils, and school boards by ministry region in Ontario. The Elementary Education Branch continued to provide liaison service to the Multicultural/Multiracial Leadership Program for students in 1981.

Senior and Continuing Education

Five curriculum documents were produced by the Senior and Continuing Education Branch. Three of the publications are in English, and two in French. One of the publications is a curriculum guideline and four are support documents.

The English-language publications are *Supplement to "Physical and Health Education, Senior Division, 1975"*; *Work and Employability Skills Program*; and *After 8?*, 1982.

The French-language publications are *Programme-cadre des cycles intermédiaire et supérieur, Compatabilité*, 1978, and *Après la 8^e*, 1982.

Circular H.S.1, 1979-81: Secondary School Diploma Requirements

The circular has been extended to June 1983. Work has now begun on the document that will replace the present *Circular H.S.1*.

The report of the Secondary Education Review Project was completed in October 1982 and transmitted to the Minister of Education. This report contained recommendations dealing with diploma requirements and curriculum guidelines, as well as other aspects of secondary education.

Co-operative Education

The co-operative education program is an instructional program that integrates classroom theory with on-the-job experiences. Secondary school credits are awarded for extended out-of-school work experiences. Courses involving co-operative education can provide modes of learning that employ and explore a variety of methods that take full advantage of educational resources in the community. This program offers students an opportunity to develop a range of employment skills needed in social service activities, in business, and in industry. The proposed learning must be outlined and approved by both the teacher and the work supervisor. The resources must be identified, and all the evaluative criteria co-operatively determined in advance and subsequently monitored. The co-operative education program has received the enthusiastic support of pupils, parents, employers, and educators. Approximately 10 000 pupils were involved in the program during the 1981-82 school year.

Continuing Education

Following the publication of *Continuing Education: The Third System*, a policy discussion paper, interested educators, the general public, and educational institutions submitted briefs and responses. These responses were summarized and analysed by an internal task force and are currently under study within the Ministry of Education and the Ministry of Colleges and Universities.

Monitor Program for Francophones in Minority Areas

This federal-provincial program is designed to provide an opportunity for Francophone students from minority areas to perfect their mother tongue and to improve their knowledge of their culture through contact with post-secondary students. Eighteen students at eight Ontario universities are being paid \$3000 to act as monitors in the schools of twelve Ontario boards. The program is funded by the Department of the Secretary of State and is administered by the provinces in conjunction with the Council of Ministers of Education, Canada.

Guidance Publications, Services, and Programs

The ministry is committed to improving the availability and effectiveness of guidance services and programs to students. To this end, the Work and Employability Skills Program, after being piloted and rewritten, will be available to the schools in March 1982. This twenty-six-lesson program is designed to assist students in planning a career, in making career decisions, and in conducting effective job searches. The regional offices will be providing assistance in the implementation of this document.

The 1982 edition of *After 8?* was revised and distributed to the schools for use by Grade 8 students and their parents.

A provincial review of guidance in the Senior Division was carried out in 1980-81; the report and its recommendations will be available soon.

The Student Guidance Information Service is involved in a major revision of its occupational data. The number of occupations listed is being reduced, and the remaining 1000 occupational descriptions are being rewritten. New information is being added to the general data file, for example, occupational categories in which there is a critical shortage of trained workers.

A survey of SGIS user requirements has been developed in co-operation with OSCA (Ontario School Counsellors' Association). The results of this survey will be used in helping to determine the future direction of SGIS.

Consideration is being given to possible ways through which *Choices*, an excellent computerized, interactive, career-assistance guidance program developed by the Canada Employment and Immigration Commission, may be used in conjunction with SGIS.

The Linkage Project

This project facilitates in-school training for secondary school students in a number of specified occupations. Students may complete the basic in-school course of the apprenticeship program in one of eight trades, or up to five modules of the program for major-appliance service technicians. Linkage graduates who continue their training in industry take their remaining in-school courses for the particular trade at colleges of applied arts and technology.

French translations of the training profiles for all occupations in the Linkage Program have now been produced. These include the trades of motor vehicle mechanic, general machinist, cook, baker, hairstylist, industrial millwright, construction millwright, retail meat cutter, and major-appliance service technician. Materials for a Linkage Program in auto body repairer are being prepared.

Students in over 300 secondary schools now participate in the Linkage Program.

Special Education

The Education Amendment Act, 1980, commonly referred to as Bill 82, is now incorporated into the Education Act. Under the provisions of the Education Amendment Act, 1980, the Minister of Education was granted the power to make regulations with respect to the administration of special education programs and services.

Regulation 274 and Ontario Regulation 554/81 have been filed. Regulation 274 outlines the provisions with respect to the board planning process and the phase-in of programs to ensure complete implementation before September 1, 1985. Ontario Regulation 554/81 outlines the requirements for the establishment of identification, placement, and review committees and for appeals at the school board level. In-service sessions have been held across the province to promote consistency in the interpretation of these regulations.

Special Education Handbook, 1981, an information manual in both English and French, was presented at a provincial conference held on October 1 and 2, 1981, in Toronto. This conference was convened to assist school boards in special education planning. Special education instructional materials and resources manuals have been prepared to assist teachers in working with exceptional pupils. In addition, the Special Education and Grants Policy branches have developed a new funding design for special education programs and services to ensure that the most efficient and equitable mechanism for financing boards' services is in place.

One and All, a series of audio-visual programs on Bill 82 produced by TVOntario in consultation with the Ministry of Education and the Ontario Teachers' Federation, was aired on TVOntario. This series was designed to help and inform both teachers and the general public and was well received by both groups. A resource guide for the series is now available from TVOntario.

Teacher education in special education continues to receive a great deal of attention. Following the review of Special Education Additional Qualifications programs in 1980, revisions were made to the course guidelines. These are now being validated.

New curriculum support documents for the Primary, Junior, Intermediate, and Senior Divisions are being developed in both English and French for the intellectually gifted and the exceptional pupil in the secondary school. *Music Is Special*, *Children Are Special* and the French version of *Children With Learning Difficulties* were distributed. *Education for Pupils Who Are Hospitalized or at Home* is being validated.

Although the *Secondary Education Review Project (SERP) Discussion Paper* did not directly address the needs of exceptional pupils because the implications of the Education Amendment Act, 1980 (Bill 82) were not known at the time the paper was being developed, liaison and input from the Special Education Branch resulted in a greater focus being placed on the needs of these students in the final report. Since that time there has been branch representation on the ministry teams responsible for analysing the SERP recommendations for further follow-up activities. Liaison with the committees responsible for policy and program development will continue to ensure that the needs of exceptional pupils are being met.

Special education personnel will be involved in steering and planning committees for all new curriculum guidelines and documents so that teaching suggestions to assist students with special educational needs may be incorporated. This will assist regular and special education teachers with program development and evaluation so that a more individualized approach may be used for students with a variety of exceptionalities.

A conference on learning disabilities organized by the Ontario Association for Children With Learning Disabilities in co-operation with the Ministry of Education, the Ministry of Community and Social Services, and OISE will be held in April 1982 for parents, teachers, allied professionals, and trustees. A conference for the physically handicapped, sponsored by the Easter Seal Society of Ontario and the Ministry of Education, will be held in October 1982 for parents, teachers, and administrators.

During the year 1980-81 a pilot project was conducted by the ministry in school board planning for the development of the comprehensive special education programs and services required to comply with the new legislation in special education. Involved in the pilot project were a provincial initiating team, regional office special education teams, and twenty-one pilot boards. The purpose of the pilot project was threefold:

- to field-test a planning approach for provincial use;
- to evaluate and refine a planning guide for the use of school boards;
- to prepare a regional special education team in each regional office to lead and co-ordinate the process of school board planning and implementation.

The pilot project was very useful in providing actual, practical experience in improving the planning and implementation approach before all school boards in the province become involved. The planning guide was revised and rewritten; the planning strategies were refined; the special education funding mechanism was improved; and the regional office teams were suitably prepared to assume their special role.

The pilot project served an important function in beginning the implementation of new legislation. Aided by its experience with the pilot project boards, the ministry shaped its implementation approach for 1981-82 and presented the planning procedures and strategies to representatives of all school boards in Ontario at the provincial conference on special education. Lessons learned from the pilot project are being used in 1981-82 to assist school boards in their task of developing an official plan for the development of special education programs and services.

Franco-Ontarian Education

The government of Ontario recognizes the principle that both English-speaking and French-speaking students have the right to receive their education in their mother tongue. Consequently, the Ministry of Education endeavours to ensure, whenever it is feasible, that French-speaking students have educational opportunities in their own language equivalent to those provided for English-speaking students.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when requests to be taught in the French language are received from a specified number of students. For elementary education, the minimum number is twenty-five; for secondary education, it is twenty.

On September 30, 1981, there were in Ontario 293 elementary schools and thirty-three secondary schools in which French was the language of communication, administration, and instruction. In addition, there were thirty-two secondary schools that had a French-language instructional unit in which all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1981-82 school year totalled 26 686 students at the secondary level and 67 576 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of all ministry documents, especially in the area of curriculum.

In 1981-82 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to their minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the establishment of four new French-language secondary school entities, each with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

The new Council for Franco-Ontarian Education, or Conseil de l'éducation franco-ontarienne, which was reorganized in 1980, was established as an external advisory body to the Minister of Education and Colleges and Universities. The council is composed of seven voting members, all non-public service. One of the members is the chairperson of the council. The Assistant Deputy Minister/Franco-Ontarian Education serves on the council as a non-voting member.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

Research

The Research Branch is responsible for planning and administering educational research, for developing evaluation systems, and for operating the Information Centre of the Ministry.

A continuing initiative of the branch in 1981 was the development of the Ontario Assessment Instrument Pool. Instruments dealing with history, geography, English, and French as a second language in the Intermediate Division and physics and geography in the Senior Division were published. This project will ultimately provide a wide variety of thoroughly tested instruments and methods of assessment that will improve the evaluation of both student achievement and the educational programs being offered throughout the province.

Priorities for educational research included studies dealing with early identification, microtechnology, special education, and physical education. Research on the learning of French as a second language focused on the implementation modes of instruction in schools. Research pertinent to the needs of the Francophone community consisted of the development of materials in special education, language development, and assessment instruments in français, anglais, and mathématiques.

The Information Centre provides an extensive range of information services to the ministry. The SERP component of ONTERIS (Ontario Educational Resources Information System) has recorded all submissions to the Secondary Education Review Project, as well as the SERP reports, and was used to facilitate the analysis of the submissions.

Management Information Systems

The role of the Management Information Systems Branch in the provision of key decision support throughout the two ministries is emphasized by its move to the Planning and Policy Analysis Division.

The concept of "information resource management" has been endorsed by the ministry and has resulted in the development and implementation of an information policy. Concurrent with this is the planning for the integration of the various information systems into an Education (Corporate) Information System. Such a system would serve the operational needs of the various program areas and would function as a decision-support tool for senior management and for accountability purposes.

The Statistical Information Services section continues to develop publications, reports, and analyses dealing with various quantitative aspects of our educational system. A number of ad hoc requests for information from members of the legislature, Statistics Canada, and the public are received, and information is provided on a regular basis.

During the year the Educational Computing Network of Ontario began operation. ECNO is a data-processing model that will enable school boards to avail themselves of centrally developed application systems in the areas of finance, student administration, personnel payroll, transportation, and guidance. In addition, the network is intended as the prime delivery vehicle for educational courseware. By the end of the year twelve school boards had acquired the necessary technology. It is hoped that community colleges, universities, and education-related agencies will take advantage of the contract negotiated with Digital Equipment of Canada Limited, thus benefiting from the compatibility and purchase discounts that such group acquisitions will bring about.

The branch concluded another successful year in the maintenance and development of approximately sixty diverse systems.

Communication Services

The Communication Services Branch plans and operates communications programs for all ministry activities. These programs are aimed at keeping the ministry's client groups – parents, students, educators, administrators, and the general public – aware of ministry programs and policies.

A staff of five information officers dealt with more than 30 000 members of the public during the year, answering their written or telephoned questions relating to Ontario's educational system. Branch staff also answered inquiries from members of the Legislative Press Gallery and other media representatives from across the province.

The Education and You program, a series of fact sheets that explain various aspects of education in Ontario, continued to prove extremely popular throughout the year. The fact sheets were again in high demand by educators for use at school open houses and parent-teacher meetings. The fact sheets, which are available in French and English, are also distributed through a network of more than 1700 stores and other outlets across the province. During the year more than 1 600 000 fact sheets were distributed.

During the year the branch staff staged exhibits at educational conferences, seminars, and workshops. A major display was staged by the ministry at the Canadian Education Association's annual convention in Saskatoon. This year the ministry will be hosting the CEA convention in Toronto.

The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than 120 documents during the year.

Learning Materials Development Plan and French-Language Fund

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding for publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials in the English and French languages.

To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1981 Learning Materials Development Plan competition some twenty-five projects were funded for the development of print and non-print materials for both English as a first language and French as a second language.

The French-Language Fund competition provided funding for about fifty-five projects, involving the production of original works as well as translations and adaptations for Ontario students enrolled in French-language schools.

Circular 14

Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, showed a steady growth of new titles in both English and French during the year. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

Book Purchase Plan

Under the Book Purchase Plan sample copies of Canadian books listed for the first time in *Circular 14* are made available to schools upon application. During 1981 schools and boards were provided with 296 433 copies of 219 titles under the plan.

Student Exchanges and Educational Trips

During the 1981-82 school year over 7000 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. Three hundred and thirty-three Ontario students participated in international exchanges. One hundred secondary school students spent three months attending school in West Germany, and 75 studied in France. A further 108 students visited France under a short-term, two-way exchange program. A three-month exchange was arranged for 25 students in the French-speaking canton of Geneva, Switzerland. A pilot three-month exchange with Italy was arranged for 25 students. Under the terms of these exchanges the foreign students live in the homes of their Ontario partners and attend Ontario schools. The Ontario students then travel to their foreign partners' homes and attend the foreign schools.

A one-month German-language immersion course was offered to twenty-five Ontario secondary school students during the summer of 1981. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin.

A three-month exchange with Quebec students was arranged for 117 Ontario students. A further 684 students participated in three- to five-day exchanges with Quebec students. Six hundred and forty students from French-language instructional units travelled to Quebec for short educational visits. Within Ontario arrangements were made for 341 students from French-language instructional units to participate in short-term exchanges between Ontario schools. In addition, over 5300 Ontario-Quebec student exchanges were arranged by the Bilingual Exchange Secretariat and Visites Interprovincial, now a merged, non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC). Partial funding assistance for these exchanges was provided by the Ontario Ministry of Education.

Educator Exchanges

Four educator exchanges were organized with France during the year. Under similar programs three Ontario teachers exchanged places with second-language teachers from Belgium, the Netherlands, and Bermuda. A pilot program between Ontario and New Zealand was also arranged.

Also during the year, forty-two Ontario teachers travelled to the United Kingdom and five Ontario teachers travelled to the United States under educator-exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually.

There were thirty-six Australian teachers on exchange in Ontario during the year, with the same number of Ontario teachers in Australia. A superintendent of schools for one of the province's school boards also exchanged duties with an Australian counterpart.

During the year fifteen Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the Ontario Ministry of Education.

Ontario Student Leadership Centre

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student leadership development, which ran from June to September. In 1982 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. More than 1450 students attended the centre. Programs are staffed by school board, university, and ministry personnel.

In addition to the ministry programs, many youth and adult groups used the centre during May, September, and October.

Ontario Young Travellers

Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. The Ontario Young Travellers program, under which such visits fall, is available to Grade 8, senior elementary, special education, and mixed Grades 7 and 8 classes, as well as for Grade 7 classes that are the last grade in an elementary school. The program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The ministry provides assistance with the transportation costs from the school to the provincial capital. Some assistance is also provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto.

During the year approximately 5100 students from Northern Ontario visited the provincial capital under the auspices of the Ontario Young Travellers program.

Project Canada

This national class-twinning program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories, and continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year 417 Ontario classes were twinned with classes from other provinces.

Ontario-Quebec Class Twinning Program

The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1981-82 school year approximately 1800 Ontario students participated in this program.

Summer Employment Programs for Students

The ministry's Experience Program in the area of summer employment for students is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1981, the ministry approved 272 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat) school boards hired 1711 students to work on their projects. An additional 120 students were employed by the ministry under the program.

Official-Language Monitors Program

This program, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language. Three hundred and nineteen students at seventeen Ontario universities and community colleges are being paid \$3000 each to act as monitors in the schools of thirty-nine Ontario boards. The students usually work with small conversation groups.

Of the 319 students, approximately 295 are French-speaking post-secondary students from across Canada who work with English-speaking students studying French as a second language. Twenty-four of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

There are also ten full-time Francophone monitors in Ontario schools that are not close to a university centre. All are from Quebec. They work twenty-five hours a week with small groups of students: seven work under the direction of teachers of French as a second language, and three with the staff of French-language instructional units. Each monitor receives \$6000.

Canadian Studies Seminars for Educators From Western Europe

Each summer the ministry organizes two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocity for seminars that are open to Ontario educators in six European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

Seminars in Europe for Ontario Educators

Twelve seminars in five Western European countries were open to Ontario educators. These programs, of two to four weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

Interchange on Canadian Studies

The 1981 conference was held in Kingston during Education Week. It was co-sponsored by the Frontenac County Board of Education and the Ministry of Education, Ontario. Five hundred students from across Canada participated in the conference.

Education Week

The Special Projects Branch arranges for the hosting of Education Week. In 1981 Education Week was co-operatively hosted by Lakehead University, Confederation College, the Lakehead Board of Education, and the Lakehead District Roman Catholic Separate School Board. The opening ceremonies in Thunder Bay were attended by educators from the elementary, secondary, and post-secondary levels. "Celebrate Learning" was the theme of Education Week 1981, and the celebration was intended to apply to learners of all ages.

Details of the 1982 general legislative grants were released in February. Provincial grants to school boards for 1982 will total \$2740.0 million, an increase of \$268.7 million over the 1981 adjusted final allocation of \$2471.3 million.

A new approach for funding special education programs and services was introduced in 1982. The special education weighting factor used in previous years was replaced by a fixed dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school average daily enrolment. The dollar amounts were \$125 per pupil at the elementary level and \$90 at the secondary level. The total additional amount for implementing the new initiatives arising from the recent provincial legislation respecting special education was \$67 million in 1982.

The declining enrolment provision introduced in 1981 was continued in 1982, with the additional provision that the decline in enrolment experienced by a board between 1980 and 1981 was recognized for grant assistance in 1982 at 50 per cent of the 1981 level.

Changes to the funding of continuing education were introduced and became effective from September 1982. Funding was continued for heritage languages programs, driver education programs, credit courses, and adult basic education programs. In addition, a fixed dollar amount per day-school pupil (two dollars for each elementary pupil and six dollars for each secondary school pupil) was provided for 1982. Direct provincial funding for general interest courses was discontinued.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to assist boards to replace technical and vocational equipment was continued.

Grants were improved for the teaching of French both as a first and as a second language.

The new funding mechanisms that were introduced in 1980 to encourage the provision of French-language education programs at the secondary level were continued for 1982.

The maximum ordinary expenditure per pupil recognized by the ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to \$1972, up from \$1730 in 1981. The ceiling for secondary school pupils was raised to \$2718, up from \$2403 in 1981. These basic grant ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements. In 1982 grants were continued for projects to make school buildings more energy efficient. The Ministry of Energy also assisted in providing funding for school boards to convert their heating systems from oil to other fuels.

Regional Services Secretariat

The Regional Services Secretariat provides leadership in the development of implementation policies and in the development of assessment and evaluation policies. In addition, the secretariat provides liaison and administrative support services within the division. The secretariat is also responsible for the co-ordination of services related to school attendance, French-language consultative services, and the inspection of private schools.

Regional Offices

The ministry's six regional offices carry out their responsibility for the implementation of ministry policies by providing school systems with information and clarification on ministry policies and by collaborating with local educational authorities to ensure that these policies are carried out. Each office also conducts assessment and evaluation activities by monitoring and assessing the effectiveness of provincial policies in practice, by assisting school boards to develop various means of evaluating and improving programs, and by maintaining the ministry's awareness of school board activities and educational issues. The regional staff promotes policy development by making recommendations to initiate policy changes and by participating in policy-framing committees and task forces. In areas where the enrolment is too low to enable school boards to provide their own supervisory and consultative staff, the regional personnel provide direct services.

Four teams of seconded consultants provide French-language schools with direct consultative and development services. This program is completing a successful fourth year and will continue for another year.

In a very real sense the regional office staff are "the eyes and the ears" of the ministry, providing direct communication with the public and with the local school boards.

Provincial Schools

The Provincial Schools Branch operates residential education programs in schools for the blind and the deaf and provides appropriate educational opportunities in developmental centres schools for retarded, emotionally disturbed, or developmentally handicapped pupils, as well as for students enrolled in juvenile training schools. Residential schools serve as resource centres for local school boards establishing day-school programs for exceptional students. The branch also operates a teacher-education centre for teachers of the deaf, two demonstration schools for the learning-disabled, and regional schools for nursing assistants; as well, it provides correspondence education services at the elementary and secondary school level.

Schools for the Blind and the Deaf

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 228 students. The school program, which provides a high standard of education tailored to the needs of blind students, aims to prepare these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full range of courses at the secondary level. A teacher-training program for teachers of both the blind and the deaf/blind is provided at the school.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Strong efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. So that students can also continue to experience the benefits of a family setting, weekly transportation home is provided for most of them. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. It also offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf/blind students. The program serves the province of Ontario and also offers education for deaf/blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-six such students in the program.

The ministry operates three schools for the hearing-handicapped: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-handicapped and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiologic and psychological assessment, educational programming, consultation in support of local programs, preschool visitations and courses, and public information.

The Robarts School, with an enrolment of 92 residential and 62 day students, and the Ernest C. Drury School, with an enrolment of 115 residential and 225 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 241 residential and 88 day students, also makes provision for weekly trips home for more than half of its residential enrolment; however, since the school serves the distant northern areas of the province, it provides a seven-day-a-week residential program throughout the school year. Considerable effort is made to help the students from northern areas to visit their homes as often as possible.

All these schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended within the framework of *The Formative Years* and *Circular H.S.1* to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include vocational options at local high schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped, aphasic (at Belleville only), or emotionally disturbed. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton and the Children's Psychiatric Research Institute in London – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Seventeen graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized university for the deaf in the world. Twelve provincial-school graduates entered other post-secondary programs. Twenty-eight graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certified teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-handicapped. Eighteen trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

Developmental Centres Schools

There are currently some 1020 students in the twelve Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. The students may be mentally retarded, developmentally handicapped, or emotionally disturbed. Many are multihandicapped. The prime goal of these schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Regular evaluations help the staff in these schools to assess students' individual progress towards the fullest possible development of their potential. Case reviews are conducted co-operatively with local staff members of the Ministries of Education, Health, and/or Community and Social Services.

The programs provided are designed to encourage student participation in social and recreational activities in both the school and the community. The idea that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging. Communication skills, motor skills, and life skills are included in all of these programs.

Secondary school programs for emotionally disturbed students are offered in two schools. A number of schools have specially trained teachers working with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems.

Specially trained teachers are essential if the programs are to have positive results. Thus, the ministry encourages teachers in the Developmental Centres Schools to attend workshops, seminars, and courses in special education. Some schools provide in-service education in their own localities for their own teachers and teachers from local jurisdictions.

Training Schools

There are currently some 250 students in educational programs in four training schools operated by the Ministry of Community and Social Services. Since July 1977 the Ministry of Education has been operating the educational units in these facilities. Appropriate programs that meet the needs, interests, and abilities of the wards are provided through a staff of qualified teachers.

Demonstration Schools

Two demonstration schools for Ontario children with severe learning disabilities were opened in 1979. They were established to provide special residential educational programs for students between the ages of six and twenty-one years.

These schools, the Trillium School in Milton and the Centre Jules Léger in Ottawa, whose languages of instruction are English and French respectively, assist students enrolled in their programs to develop their abilities sufficiently to be able to return to local programs operated by school boards. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills.

The Trillium School is operated by the Ministry of Education and has an enrolment of forty students.

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the administration of the total program at the centre. The school's enrolment is currently thirty-seven.

An in-service teacher-education component is provided at each school for up to twelve persons per session; each session lasts five full days. Boards may claim reimbursement to a maximum of fifty dollars daily for the cost of each occasional teacher brought in to replace those teachers who attend the sessions. Both the Trillium School and the Centre Jules Léger assume these costs directly.

Correspondence Education

More than 80 000 Ontario residents participated during 1981-82 in the independent study program offered by correspondence education. Adults comprise approximately 85 per cent of those who have chosen this method of pursuing their studies. Some enrol for the purpose of completing their secondary education and earning a diploma; some seek educational upgrading or increased facility in English; some want to acquire vocational skills or to expand their knowledge of a subject that interests them; and still others choose to study for personal enjoyment and growth.

The remaining 15 per cent enrolled in correspondence education are children unable to attend school and day-school students who want to study courses not available to them at their secondary schools.

Applicants may select from a secondary school program of ninety-six English-language courses and fifty-three courses for those who speak French. In addition, elementary courses from Grade 1 to Grade 8 are available in both English and French. Students may select courses to match their abilities and interests; a wide range of subjects is available at levels of difficulty ranging from basic to advanced. The program is reviewed annually and modified to meet student needs.

A staff of 95 permanent employees develops the learning materials and maintains student and professional services. Over 750 associate teachers, working on a fee-for-service basis, evaluate student assignments and give tutorial assistance by correspondence. A counselling service, provided in English and French by interview, telephone, and correspondence, advises students on such matters as enrolment procedures, selection of appropriate courses, and requirements for diplomas. Counsellors also respond to requests for help in career planning and for information about educational opportunities.

Learning materials developed by the Correspondence Education Branch are available for purchase on a cost-recovery basis to school boards. This service is of value to those who plan curriculum and provides an opportunity for the local administration of independent-study programs.

The correspondence education calendar, published annually, provides information about the courses and services offered free to Ontario residents.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

Ministry of Education Advisory Council on Special Education

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

Secondary Education Review Project

The Secondary Education Review Project, established in 1980, completed its work during the year. The project's steering committee issued a discussion paper in May, which garnered much response from parents, educators, students, administrators, and the general public across the province. In November the committee submitted its report, which contained ninety-eight recommendations. These recommendations have been under study by ministry staff since the submission of the report.

Ministerial Agencies and Commissions

The Languages of Instruction Commission of Ontario

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The Provincial Schools Authority

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers has, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreement.

Ontario Educational Services Corporation (OESC)

The OESC was established in the latter part of 1980. The goal of the corporation is to enhance Ontario's position in international business by making available the resources of the province's educational system to private-sector companies conducting business abroad. Mr. D.C. McGeachy of London, Ontario, was appointed chairman of the corporation's board.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education.

Publications

This is a partial list of publications issued during the 1981-82 fiscal year.

Guidelines

- *Accountancy, Intermediate and Senior Divisions, 1978* (French)
- *Dramatic Arts, Intermediate and Senior Divisions, 1981* (English and French)
- *Mathematics, Intermediate Division, 1980* (French)
- *People of Native Ancestry, Senior Division, 1981* (English)
- *Science, Intermediate Division, 1978* (French)

Support Documents

- *Canadian-American Relations, History, Intermediate Division* (French)
- *The Canadian Military: Evolution of a Peace-keeper, History, Intermediate Division* (French)
- *Children With Learning Disabilities* (French)
- *Children With Moderate and Severe Intellectual Handicaps* (English)
- *Clothing and Shelter, P3* (English)
- *Clothing, Shelter, and Energy, J3* (French)
- *La communauté francophone de l'Ontario* (French only)
- *La Confédération canadienne* (French only)
- *Energy in Society: A Resource Guide for Teachers* (French)
- *Explorations et enracinements français en Ontario, 1610-1978* (French)
- *Food and Human Energy, J2* (French)
- *Le français en tout et par tous, Français, Cycle intermédiaire* (French only)
- *Geography, Resource List, Intermediate Division* (French)
- *Government and Law in Canada, History, Intermediate Division* (French)

- *Life in Upper Canada, History, Intermediate Division* (French)
- *Locality Studies, Geography, Intermediate Division* (English)
- *Music Is Special, Children Are Special* (English)
- *The Opening of the West, History, Intermediate Division* (French)
- *Spelling: A Communication Skill* (English)
- *Supplement to "Physical and Health Education, Senior Division, 1975"* (English and French)
- *Teaching Core Content and Skills of the Canada Course in Basic Level Programs, Geography, Intermediate Division* (French)
- *The United Empire Loyalists and the American Revolution, History, Intermediate Division* (French)
- *Water and Energy J1* (French)
- *We Really Care About Water and Air!, P1* (French)
- *What Is Energy?, J5* (English)
- *Work and Employability Skills Program, Senior Division, 1982* (English)

Others

- *After 8?, 1982* (English and French)
- *Circular 14, 1982* (bilingual)
- *Circular 14A, 1981* (bilingual)
- *Circular 14B, 1981* (bilingual)
- *Correspondence Education, 1981/82* (calendar, bilingual)
- *Directory of Education, 1981/1982* (bilingual)
- *Directory of School Boards, 1981* (bilingual)
- *Education Ontario* (quarterly tabloid, English and French)
- *Education: Report of the Minister of Education, 1980-81* (English and French)
- *Education Statistics, Ontario, 1980* (English only)

- *French-Language Fund, 1981* (bilingual)
- *Learning Materials Development Plan, 1981*
(English only)
- *Lighting for Education* (English)
- *The Ontario Assessment Instrument Pool:
A General Introduction* (French)
- *Ontario Elementary and Secondary School Enrol-
ment Projections, 1981-1990* (bilingual)
- *Race, Religion, and Culture in Ontario School
Materials* (French)
- *Report: Secondary Education Review Project* (tab-
loid, English and French)



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1982-83





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REPORT OF THE MINISTER OF EDUCATION 1982-83

The Honourable John B. Aird,
O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

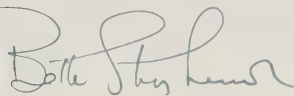
Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1982, and ending March 31, 1983.

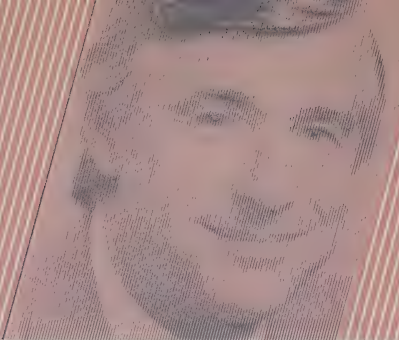
It is the goal of the Ministry of Education to provide equal educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close co-operation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1982*.

Respectfully submitted,



Bette Stephenson, M.D.
Minister of Education

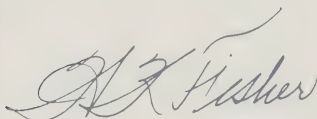


The Honourable
Bette Stephenson, M.D.
Minister of Education

Dr. Stephenson:

I have the honour to submit for your approval the Annual Report of the Minister of Education for the 1982-83 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,



Dr. Harry K. Fisher
Deputy Minister



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ONTENTS

INTRODUCTION

5

CURRICULUM

6

Programs
French as a Second Language
Values Education
Arts in Education
Multiculturalism and Race
Relations
Native Education
Drug Education
Senior and Continuing
Education
New Curriculum Documents in
Preparation
Continuing Education
Co-operative Education
Guidance Publications, Services,
and Programs
The Linkage Program
Computers in Education

SERVICES FOR EDUCATION

14

Special Education
Provincial Schools
Correspondence Education
Demonstration Schools
Schools for the Blind
Schools for the Deaf
Developmental Centres Schools
Training Schools
Regional Schools for Nursing
Assistants
Franco-Ontarian Education
Research

Management Information Systems
Communication Services

SPECIAL PROJECTS

25

Learning Materials Development
Plan and French-Language Fund
Circular 14
Book Purchase Plan
Student Exchanges and
Educational Trips
Educator Exchanges
Ontario Student Leadership Centre
Ontario Young Travellers
Project Canada
Ontario-Quebec Class Twinning
Program
Summer-Employment Programs
for Students
Official-Language Monitors
Program
Canadian Studies Seminars for
Educators From Western Europe
Seminars in Europe for Ontario
Educators
Interchange on Canadian Studies
Education Week
Bicentennial Project

GRANTS

31

LEGISLATION

32

REGIONAL SERVICES DIVISION

32

Regional Services Secretariat
Regional Offices

ADVISORY COMMITTEES

33

Ministry of Education Advisory
Council on Special Education

MINISTERIAL AGENCIES AND COMMISSIONS

33

The Languages of Instruction
Commission of Ontario
The Provincial Schools Authority
Ontario Educational Services
Corporation

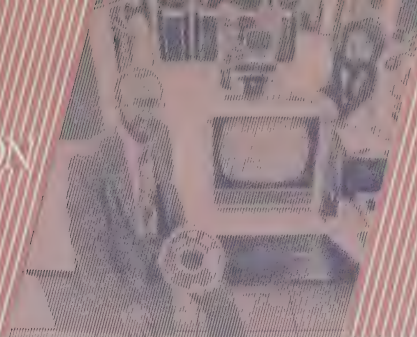
PUBLICATIONS

35

Guidelines
Support Documents
Others



I NTRODUCTION



The past year has been one of significant achievement for the Ministry of Education. Three major undertakings will greatly improve the quality of education for Ontario students and move us a step closer to the ministry's goal of equal educational opportunity for all those who are attending our elementary and secondary schools.

Through the renewal of the province's secondary education system, which was announced in November, the quality of education in our secondary schools will be improved. Within the revised system students will proceed towards a single graduation diploma, which they will receive on the completion of thirty credits. The diploma requirements will include a specified number of mandatory courses which will give students a solid foundation and encourage the discipline of learning and language proficiency.

The revision of curriculum guidelines for all areas of the new program has been started. A major focus of the new general- and basic-level courses will be to prepare students for the world of work, while the advanced-level courses will concentrate on preparing students to continue on to successful post-secondary studies.

Today's students live in a world of high technology. To prepare them to enter this world, the government has launched a \$15 million program to provide Ontario's schools with both a first-class microcomputer and Canadian-made educational software to accompany it. The government will purchase \$10 million worth of these microcomputers and has allocated \$5 million for the development of compatible software.

This initiative will ensure that our schools will be provided with high-quality software that will be consistent with the curriculum guidelines of the Ministry of Education. Quality educational software, authored and produced in Ontario, is essential if our students are to derive the maximum benefit from emerging technologies.

The government's proposal to provide every child in the province with the right to an education in English or French is a great stride towards achieving the goal of equal educational opportunity for all our students.

Because of these and other initiatives undertaken by this ministry, a solid foundation has been laid for the development of public education for the remainder of this decade and well into the nineties.

PROGRAMS

Under the programs of the Elementary Education Branch eleven curriculum documents were brought to completion in the 1982-83 fiscal year. The three English-language support documents include *Days to Celebrate* (Kindergarten to Grade 13), *Black Studies* (Intermediate Division), and *Science in the Primary and Junior Divisions*.

Science in the Primary and Junior Divisions was developed for the Ministry of Education by the University of Western Ontario; the French-language document, a version of the English-language document, is being developed by the University of Ottawa. These documents summarize some of the current knowledge about science education in the early years and provide teachers with ideas, examples, and suggestions for classroom activities and for discussion and reflection on current curriculum practice and teaching methodologies.

Four of the eight French-language documents completed were in support of the energy-education program. Four others were produced to give teachers practical suggestions for developing local curriculum; they include *Musique: Chants et jeux*, *L'épanouissement de tous par la musique*, *L'orthographe, technique de communication*, and *Étude de la communauté locale*. In addition, a guideline entitled *Les autochtones du Canada, cycle supérieur* is nearing completion. This guideline permits the development of credit courses in Native studies. (Curriculum guidelines are the basis from which local programs must be developed.)

The ministry has successfully carried out its commitment to provide a variety of resources to assist teachers in developing curriculum for their classrooms. With the completion of the thirteen documents currently underway, the ministry will have produced sixty-five English- and French-language support documents since *The Formative Years* was released in 1975.

FRENCH AS A SECOND LANGUAGE

Since 1977 when new initiatives in FSL were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1982 the number of school boards offering core French starting in Grade 4 or earlier increased from 71 to 105. The number of boards offering immersion French increased from 28 to 51, while those offering extended French remained at 10. Eighty per cent of all school boards now begin core French by Grade 4; 39 per cent offer immersion French.

Two significant steps have been taken to encourage secondary school programs to build on the foundation laid by the elementary FSL programs. One credit in FSL has been made compulsory for the new Ontario Secondary School Diploma, and start-up funds have been made available in the general legislative grants to encourage the continuance of immersion French and extended French programs at the secondary school level. As well, a new information booklet for parents, educators, and the public, *Teaching and Learning French as a Second Language in the 1980s: Ontario's FSL Programs*, is being prepared.



VALUES EDUCATION

Circular P1J1: The Formative Years asserts that the early years of schooling should contribute to the development of the child's personal value system. Part of this process involves making the child aware of the values that Canadians regard as essential to the well-being of society. To assist teachers in implementing the values aims identified in *The Formative Years*, a resource guide entitled *Personal and Societal Values* has been developed by the Elementary Education Branch.

Personal and Societal Values was validated through a three-year, province-wide process of public consultation. It emphasizes that the home has the primary responsibility for values education and recognizes the fact that values permeate the entire school curriculum. The document also stresses the importance of basing the school environment on principles that maximize respect, justice, and caring. In addition, it assists teachers to help children reflect carefully on the values and issues found in many curriculum areas.

ARTS IN EDUCATION

Drama in the Formative Years, a document that provides curriculum ideas for teachers of the Primary and Junior Divisions, has been written in both English and French. To assist regional offices and school boards in implementing the ideas presented in this document, the ministry has produced a slide and audiotape program. This unique production, entitled "Stirring Up the Ground: Children and Drama", explores the role of drama in the curriculum and its applications to children in both the Primary and the Junior Division.

A discussion paper on the place of the arts in education has also been prepared. This discussion paper addresses the importance of the arts in a well-balanced curriculum. It is designed to serve as a planning paper that enlists co-operation from a broad section of the education community in order to increase the accessibility to students of quality arts programs.

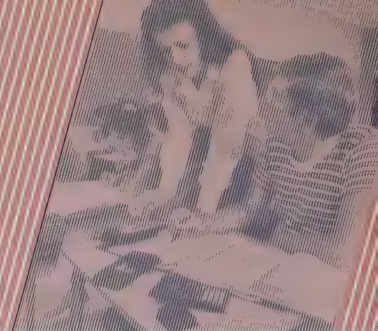
In addition to these supportive activities to the arts in education, the Elementary Education Branch has financially supported sixteen local projects for the professional development of teachers throughout the province. One of the largest of these was a two-day regional conference in Thunder Bay. The conference brought together teachers, parents, and artists from the community.

MULTICULTURALISM AND RACE RELATIONS

The Heritage Languages Program for elementary school pupils continued to expand. The numbers of languages and pupils have increased steadily and have now reached a total of 49 languages and 81 993 pupils.

A race-relations package was prepared and distributed to schools. This included posters of the Government Policy Statement on Race Relations in sufficient quantities to permit their display in classrooms throughout the province, as well as an accompanying letter from the minister explaining the significance of the printed poster in achieving harmonious relations within Ontario's multicultural community.

A resource guide entitled *Black Studies* was completed during the year and distributed to schools. It provides an insight into the contribution of Black people to Ontario society and culture, particularly in relation to the overall history of the province.



NATIVE EDUCATION

The first provincial review on Native education was conducted this year. It was designed to ascertain the effects that ministry initiatives and policies have had on Native education. The review also sought data on how school boards were meeting the needs of those students for whom tuition is paid by the Department of Indian and Northern Affairs.

With the release of the Senior Division guideline *People of Native Ancestry, 1981*, curricular materials in the *People of Native Ancestry* series are now available for all divisions. An implementation program for the utilization of these materials and the supplementary kit "Touch a Child" continued this year.

The Ministry of Education co-sponsored the Native Counsellor's Training Program with the Department of Indian and Northern Affairs. The summer session of 1982 marked the sixth year of the program's operation. It was designed to provide an integrated and developmental series of courses in the essential skills, knowledge, and experiences required to counsel Native students in elementary and secondary schools. Fifty-three Native people have now received the Native Counsellor's Certificate.

DRUG EDUCATION

A priority of the ministry in 1982-83 was to provide drug-education information to the schools. During the year the ministry co-operated with the Addiction Research Foundation, the Ministry of Transportation and Communications, and the Ontario Association of Chiefs of Police in providing drug-education resource materials to schools. As well, a series of articles in *Education Ontario* was begun in September 1982 to communicate information on exemplary programs and resources to school boards and the public.

SENIOR AND CONTINUING EDUCATION

The Renewal of Secondary Education

Ontario will move to a strengthened, single-diploma secondary school system during the next seven years. As outlined in *The Renewal of Secondary Education* (ROSE), which was developed in response to the Secondary Education Review Project, thirty credits will be required for the new Ontario Secondary School Diploma. The number of compulsory credits will increase to sixteen from the nine now required. Of the sixteen compulsory credits five will be in English, two in mathematics, two in science, and one each in French, geography, history, social sciences, physical and health education, the arts, and business or technological studies.

The current Grade 13 courses, which are based on guidelines, will, in time, be replaced by Ontario Academic Courses (OACs). These courses will be consistent across the province, with approximately 80 per cent of their content prescribed. OACs are being designed by curriculum committees with the participation of the Ontario Teachers' Federation. The development process is thus relying very heavily on the expertise of secondary school educators. The universities are also involved in monitoring the design of the OACs and will be very significantly involved in validating them.



In the next few years the ministry's curriculum guidelines will be modified to provide clear directions for the development of general- and basic-level as well as advanced-level programs. The new programs, which could be available by June 1986, will be described in a new document entitled *Ontario Schools, Intermediate and Senior Divisions* (OSIS). OSIS is scheduled to replace *Circular H.S.1* in September 1984.

Curriculum renewal activities are now underway in the following areas:

Anglais/English. A curriculum guideline is being developed.

Business studies. The Senior and Continuing Education Branch is proceeding with an all-inclusive guideline in business studies to replace the several guidelines that exist at present. An advisory committee, consisting of business educators and representatives from business, have been meeting since January 1983.

Computer studies. The computer studies draft guideline has been approved and has been available to educators since June 1983.

Family studies. Plans are underway for the renewal of the Intermediate and Senior Division guidelines in family studies.

Français. One of this year's provincial reviews is concerned with the Intermediate Division français guideline (1977). The findings of this review should be of assistance in the development of a new guideline for courses in français for Grades 7 to 12 and for the new Ontario Academic Courses (OACs).

History/social sciences. The program in history for Grades 7 to 10 was recently reviewed in preparation for its renewal. As a result of the recommendations of the ROSE report, OACs in history and several of the social sciences, as well as a new Senior Division social sciences guideline, are planned.

Mathematics. The preparation of the Intermediate and Senior Division mathematics guideline is nearing completion.

Modern languages. A new modern languages guideline is being developed. It will provide direction for teaching German, Italian, and Spanish and will also outline general principles for teaching and learning other European, Oriental, and Native languages that until now have been offered only as experimental courses.

Music. A music guideline is being produced for the Intermediate and Senior Divisions and will include outlines for OACs. In addition to being part of the ministry's guideline-renewal project, the music guideline is being devel-

oped in response to the issues raised by the Provincial Music Review of 1978-79. Specific guidance and suggestions will be given for such activities as performing, listening, and exploring sound in order to provide a wide variety of musical experiences for all students.

Science. A team of educators is engaged in revising all the science courses from Grades 7 to 13 inclusive, including environmental science and geology.

Technological studies. Project committees are developing OAC guidelines in computer technology, analog and digital electronics, and fluid-power control. These three guidelines will form part of a new technological studies document for the Intermediate and Senior Divisions that is being prepared to reflect the new directions outlined in the ROSE report.

Visual arts. The writing of a new visual arts curriculum guideline for Grades 7-12 and for OACs has been in progress since September 1982. A project team was established for the development of the new Intermediate and Senior Division guideline. As well, a teachers' advisory group was established to react to the project work and to provide advisory perspectives. Work on the development of draft materials for the new guideline has been undertaken in the context of the ROSE report.



N EW CURRICULUM DOCUMENT IN PREPARATION

Schools General. This new circular is to be the foundation document for curriculum in the publicly supported elementary and secondary schools in Ontario. Its purpose is to identify and clarify general curriculum policy and practice that is consistent with the principles underlying education; as such, it will be the basis for planning curriculum. The document will also be helpful to those who may wish to deepen and clarify their understanding of education in Ontario's schools.

Ontario Schools, Intermediate and Senior Divisions. This document is the successor to *Circular H.S.1, 1979-81*. It is expected to be in the schools in September 1983 for implementation beginning in September 1984. This circular describes the program requirements for the new Ontario Secondary School Diploma.

Partners in Action: The Library Resource Centre in the School Curriculum/Intégration et coopération : Le centre de ressources intégré à l'apprentissage. This recently released resource guide focuses on the development of resource-based programs, which are defined as planned educational programs that actively involve students in the meaningful use of a wide range of print, non-print, and human resources. The development of effective resource-based programs requires the participation of the principal, teachers, teacher-librarian, and the board's consultative and support staff. This document outlines the role that each of these partners is expected to play in the provision of resource-based programs.

C ONTINUING EDUCATION

In March 1983, the ministry released its first statement on continuing education in conjunction with the Ministry of Colleges and Universities. This statement is the product of a three-and-a-half-year policy consultation that involved the general public and educators in the schools, colleges, and universities. It is intended to be the first in a series of documents relating to continuing education that the two ministries will advance. The main priorities of the policy are adult basic literacy in the schools and the availability of part-time credit courses in all sectors. The statement consists of goals, definitions, and objectives for continuing education. One objective that will be pursued immediately is the formation of a Minister's Advisory Council on Continuing Education.



C O-OPERATIVE EDUCATION

Co-operative education programs integrate classroom theory with on-the-job experiences in a single course. Co-operative education employs a variety of methods that take full advantage of educational resources in the community as an integral part of the course. Such courses offer students an opportunity to develop a range of employment skills that are needed in social service activities, in business, and in industry.

Students at all academic achievement levels can benefit from co-operative education programs. A number of school boards operate summer courses with a co-operative education component as well as adult re-entry programs. Although the traditional areas for co-operative education have been business education, community programs, and technological education, co-operative education courses in French, English, theatre arts, science, mathematics, and geography are expanding rapidly.

Co-operative education provides students with an excellent opportunity for career exploration. Through it, they may find that they like their intended fields of work or, alternatively, that their talents or interests are not suited to such work. In this way the program will have been helpful in saving them from committing themselves to work that would later prove unsatisfactory.

Although the acquiring of knowledge and experience in specific fields is the ostensible basis of the program, the benefits also extend into the areas of such life skills as interpersonal relations and self-discipline. As students encounter and cope with the contrasting expectations of the school and the workplace, they begin to mature and to develop a better conception of themselves. This in turn will help them to make the right decisions about their future vocations and lifestyles.

As they experience the variety of equipment and expertise available in the workplace, students begin to see the community as a laboratory in which experimentation, exploration, and learning may constantly take place. At the same time they are working closely with adults who are able and willing to share their knowledge, skills, and experience. This helps students to overcome the barrier to understanding the outside world that has tended to exist in the past and to destroy much of the so-called generation gap. In this way students are provided with an opportunity to make a smooth transition from school to the world of work.

The full potential of co-operative education, with its broad range of topics and flexibility of structure, is just beginning to be widely understood, and the program is receiving the enthusiastic support of students, parents, employers, and educators. The number of student participants in the co-operative education program this year, as indicated in the principals' September reports, increased by 90 per cent from 1981 to 1982.

Olga Amorin, a Grade 12 student at Toronto's Bickford Park High School, is typical of these students. To be eligible to take part in the program, she was required, by the end of Grade 11, to have a 70 per cent overall average, to have acquired twenty-three credits, to have been absent no more than seven times during a seven-month period, and to be recommended by her teachers.

In Grade 12 Olga attended school in the morning and worked in an office in the afternoon. She commented on her experience as follows: "I found my position as a receptionist interesting, challenging, and satisfying. It offered me a variety of duties and responsibilities and provided me with the opportunity to develop new skills and to gain a knowledge of the business world which cannot be obtained in the classroom."



GUIDANCE PUBLICATIONS, SERVICES, AND PROGRAMS

The dynamic changes taking place in our economy and society increase dramatically the importance of the role that guidance programs play in the schools. For this reason the ministry is committed to improving the availability and effectiveness of student guidance programs. To this end, copies of the *Work and Employability Skills Program* have been sent to all secondary schools to assist them in preparing students for the transition from school to work or to post-secondary education.

A new guidance guideline for the Intermediate and Senior Divisions is being developed. It will be a consolidation and revision of the current guidance guidelines. A companion resource document for Grade 7 and 8 students is also being developed. It is entitled *One Step at a Time – Career and Occupational Explorations*. As well, the 1983 edition of *After 8?* was revised and distributed to the schools for use by Grade 8 students and their parents.

The Student Guidance Information Service has been greatly refined so that career-description and training-requirement print-outs have a standardized format. In addition, the reading level of this information has been adjusted for use by younger (Grade 7, 8, and 9) students.

Telidon, using the SGIS data base, has been placed in pilot secondary schools across the province. This project will be evaluated on the basis of its cost effectiveness and impact during the 1983-84 school year.

Classroom teachers are being encouraged to use SGIS as a resource for relating their subjects to potential career and educational alternatives. *Using SGIS: A Handbook for Counsellors and Teachers* has also been revised and will accommodate all SGIS support materials, which will be packaged under one cover. All of the support materials have been edited. All Grade 7 and 8 students will receive a *Welcome to SGIS* booklet that will provide them with clear instructions on how to use SGIS throughout their school years. The booklet is brief, well illustrated, appealing, and appropriate to the needs of this young student group.

THE LINKAGE PROGRAM

The Linkage program aligns the contents of selected secondary school subjects with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they have already achieved while in secondary school.

Over the past year the number of occupations included in the program increased to ten when "auto body repairer" was added. Sets of test questions for six of the most popular occupations were developed jointly by the Ministry of Colleges and Universities and the Ministry of Education and were distributed to participants in the program. In the 1982-83 school year, 20 500 secondary school students were registered in the Linkage program.



C OMPUTERS IN EDUCATION

The microcomputer is a tool that has the potential to help us to provide a significantly improved education for all students, equally across the province, and to enable them to leave school as well-educated and productive members of an increasingly complex, information-oriented society. The Ministry of Education and the Ministry of Industry and Trade are co-operating in a joint program to bring high-quality microcomputers and educational software to Ontario's 1.8 million school children. In the first stage of the program, Ontario will purchase \$10 million worth of educational computers from a new Canadian company that has been formed specifically to service the educational market. In succeeding years, Ontario will continue to provide grants to school boards for the purchase of microcomputers that satisfy functional requirements, as outlined by the Ministry of Education.

Ontario will also make available up to \$5 million, in the form of developmental grants and the purchase of licences for use in Ontario schools, for the development of Canadian-produced electronic learning materials. It is the intent of the ministry to stimulate the development of a Canadian-based educational software industry to meet Ontario's need for high-quality classroom materials. The software stimulation program will rise to \$10 million per year by 1986.

In formulating this policy, the ministry has had the advice of a twenty-two-person Provincial Advisory Committee on Computers in Education and a small internal task group. Six pilot schools have been in operation for two years to demonstrate the effectiveness of the technology and to assist in identifying the needs of teachers and students in respect of both hardware and software. The ministry has also initiated a program for the development of high-quality exemplar lessonware. Fifty-seven groups are now involved in the production of model software programs, which will be made available to all school boards beginning in the fall of 1983.

Computer studies guidelines have been revised to reflect the changing technology and the current needs of students. The new guidelines will facilitate the development of courses so that students may acquire computer literacy, as well as specific skills in computer technology, programming, and systems analysis and design.

SPECIAL EDUCATION

The Education Amendment Act, 1980, commonly referred to as Bill 82, is now incorporated into the Education Act. Under the provisions of the Education Amendment Act, 1980, the Minister of Education was empowered to make regulations with respect to the administration of special education programs and services.

Ontario Regulations 274 and 554/81 have been filed, and copies have been circulated in English and French. Regulation 274 outlines the provisions with respect to the board planning process and the phasing-in of special education programs to ensure complete implementation by September 1, 1985. Ontario Regulation 554/81 outlines the requirements for the establishment of identification, placement, and review committees and for appeals at the school board level.

In the implementation of Bill 82, the experience gained from working with twenty-one school boards in a special education planning pilot project in 1980-81 was used to refine the ministry's implementation approach. In the 1981-82 phase each school board developed, in accordance with a provincial planning guide, a plan for the provision of comprehensive special education programs and services. The plan disclosed the methods by which and the times within which the board would comply with the requirements of the Education Amendment Act, 1980.

Each regional office of the ministry reviewed the plan of each school board in its region and informed each board of the strengths of its plan and of any areas that required further study and planning.

Each of the regions held a symposium in the fall of 1982 for board officials and chairpersons of special education advisory committees. Provincial feedback was provided from the ministry's review of boards' special education plans; implementation strategies were discussed; and the requirement in Regulation 274 that each board must conduct an annual review of its plan and submit to the minister any amendment to the plan was emphasized.

For 1982-83, the ministry issued *Guidelines for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education*. These guidelines specified the areas of special education to be reviewed, the ministry's expectations of boards in their review and amendment process, and the format to be used in submitting the board's 1983 report.

Again, the ministry regional teams are reviewing each board's 1983 report. Matters requiring action by the boards are being identified.

The existing curriculum support documents for the gifted, children with learning disabilities, and children with behavioural exceptionalities are being significantly revised and extended, in both English and French, for the Primary, Junior, Intermediate, and Senior Divisions.

The following documents were made available in French as well as in English: *Education Programs in Government-Approved Facilities for the Care and Treatment of Children With Special Needs*, *Children With Moderate and Severe Intellectual Handicaps*, and *Music Is Special, Children Are Special*.



P ROVINCIAL SCHOOLS

In November 1982 *A Special Education Materials and Resources Handbook*, developed under contract by the University of Western Ontario, was distributed to every school board in the province. This comprehensive reference work is a compendium of materials and teacher aids that are useful to special education teachers. A similar handbook was developed under contract by the University of Ottawa and was distributed to every French-language instructional unit in the province.

The initial work has begun on the development of a special education information network to facilitate communication about special education resources, programs, and research. A computerized data base has been developed to provide easy access to information about learning materials. This data base is being refined and expanded for use in the fall of 1983.

During 1982 over 9000 teachers successfully completed additional qualifications in special education. A significant special education component has been included in the courses leading to the principals' qualifications, and a mandatory special education component has been developed for every student enrolled in a pre-service teacher education program in the province.

An interministerial committee representing the Ministry of Education and the Ministry of Community and Social Services, assisted by resource personnel from the Ontario Association for the Mentally Retarded, prepared guidelines for school boards on the admission of school-age developmentally handicapped persons currently enrolled in facilities licensed under the Day Nurseries Act of the Ministry of Community and Social Services. These guidelines assist each school board to prepare the plan it requires to meet its obligation for the education of these pupils by September 1985.

The Ministry of Education has been working with the Ministry of Community and Social Services to effect the phasing-out of MCSS involvement in the education of learning-disabled pupils as the Education Amendment Act, 1980 is phased in. An interministry Vocation Rehabilitation Services/Learning Disabilities task group has developed and implemented plans to achieve this phasing-out in co-operation with school boards, parent groups, and the regional staff of the two ministries. VRS will accept no new applications after 1985.

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides correspondence education services at the elementary and secondary school level; day and residential education programs in demonstration schools for the learning-disabled and in schools for the blind and the deaf; and educational programs in training schools, Developmental Centres Schools, and regional schools for nursing assistants. The branch also provides teacher education programs at the demonstration schools and at the schools for the blind and the deaf. As well, these schools serve as resource centres for local school boards offering programs for exceptional students.



CORRESPONDENCE EDUCATION

During 1982-83 students registered in independent study programs offered by correspondence education submitted 535 000 assignments for evaluation. This is an increase of 18 per cent over the previous year.

While the instructional design and the delivery system of correspondence education is directed towards adults who require a flexible, self-paced program, it is also recognized that correspondence education supports local boards by providing day-school students with courses not available to them at their secondary schools. Beginning in September 1982, schools contracting to use the services of correspondence education were required to appoint a co-ordinator of independent studies. Regional workshops have been held to develop skills in the screening, placing, and monitoring of students.

In the first year of making correspondence education learning materials available for purchase, over 12 000 courses were sold. A number of boards have used these materials in local alternative schools for adults and drop-outs.

Seventeen new courses were developed, including a course in computer awareness with a hands-on component, a computer-managed law course, and a computer-managed electronics course designed for delivery in a small-school setting.

Toll-free lines and on-line inquiry terminals provide a prompt service to all Ontario residents. The new electronic communications system responds to over 500 calls per day. In February 1983 a teletutorial service was initiated. Students having difficulty in any course may call on Tuesday evening and speak with a tutor.

The correspondence education calendar provides information in the English and French languages about the correspondence courses and services offered to Ontario residents.

DEMONSTRATION SCHOOLS

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules Léger in Ottawa, and Sagonaska School in Belleville.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to the point that they will be able to return to local programs operated by school boards.

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, whose language of instruction is English. The Sagonaska program is designed to meet the needs of Anglophone students with specific language learning disabilities, and currently fifty-seven such students are enrolled.

SCHOOLS FOR THE BLIND

The Centre Jules Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The current enrolment of thirty-two Francophones includes mainly students with general learning disabilities and, as of September 1983, students who have been diagnosed as having a specific language learning disability (aphasia).

An in-service teacher education component is provided at each demonstration school. This service is designed so that methodologies and materials can be shared with locally operated programs.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 232 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. In order that students may also continue to experience the benefits of a family setting, weekly transportation home is provided, where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school is also assuming the coordinating role in providing audio and braille materials to school-age and post-secondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on an interprovincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multi-handicapped deaf-blind students. The program serves the province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-eight such students in the program. In March the school organized the first Canadian Conference on the Education and Development of Deaf-Blind Infants and Children, a most successful event attended by more than 200 participants from across Canada, the United States, and Europe.



SCHOOLS FOR THE DEAF

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Robarts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, preschool visits, family-counselling courses, and the provision of information to the public.

The Robarts School, with an enrolment of 83 residential and 61 day students, and the Ernest C. Drury School, with an enrolment of 115 residential and 229 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 185 residential and 51 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half of its students; all students manage to return home every third week on the average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options, in addition to the specialized teaching and training unique to hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped. Graduating students can be granted Ontario Secondary School Diplomas. Ongoing liaison with adjacent health facilities — the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston — gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes compound handicaps.

Thirteen graduates from the schools for the deaf were accepted last year at Gallaudet College, Washington, D.C., the only recognized liberal arts college for the deaf in the world; fifteen graduates entered other post-secondary programs; twenty-five graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year post-graduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-impaired. Eighteen trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.

SERVICES FOR MENTALLY HANDICAPPED EDUCATION



D EVELOPMENTAL CENTRES SCHOOLS

There are currently some 830 students in the eleven Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems. Secondary school programs are offered in several schools where the need for them has been indicated.

The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Therefore, programs have been designed to encourage student participation in social and recreational activities in both the school and the community. Communication skills, motor skills, and life skills are included in all of these programs. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging.

Negotiations are ongoing with local school boards to have them assume responsibility for education programs in the Developmental Centres Schools within their jurisdictions. These programs would be funded under the general legislative grants regulation. One program, C.P.R.I. in London, was transferred last year, and it is expected that three more will be transferred by September 1, 1983, with the remaining eight transferred by September 1, 1985. These transfers fulfil the spirit of recent legislation and will facilitate staffing, supervision, and programming in these programs.

T RAINING SCHOOLS

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care and education to approximately 250 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act, 1976.

Educational programs are operated on a co-operative basis within each school. These co-educational schools accommodate students from twelve to sixteen years of age who have, in most instances, been adjudicated delinquent by a provincial juvenile and family court.

The Oakville school provides secure detention and secure treatment in addition to secure care. The secure detention portion of the population includes those who have been charged with a recent act for which an adult would be liable to imprisonment for more than two years. The secure treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. The students generally have a behavioural exceptionality, although there are some learning-disabled students and some slow



REGIONAL SCHOOLS FOR NURSING ASSISTANTS

learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.

The five regional schools for nursing assistants are located in Hamilton, London, Sudbury, Thunder Bay, and Toronto and have a total enrolment of 570 students. Classes begin in September and March and the schools function throughout the twelve months of the year.

The program is thirty-six weeks in length and provides theory in nursing, biology, and social sciences as well as planned clinical experience, which is supervised and evaluated by the registered nurse-teacher faculty. The clinical practicum is provided in a variety of community health-care settings. The curriculum guidelines reflect the Standards of Nursing Practice for Registered Nursing Assistants of the College of Nurses of Ontario. Graduates are recommended for admission to the provincial examination conducted by the college, which leads to initial registration and certification as nursing assistants.

The regional schools for nursing assistants are administered by the Ministry of Education and funded by the Ministry of Colleges and Universities.

FRANCO-ONTARIAN EDUCATION

During the 1982-83 fiscal year, the Ministry of Education made significant advances in three major areas dealing with French-language education. In January 1983 a Review and Evaluation Bulletin entitled *Elementary and Secondary French-Language Education in Ontario* was distributed. It contained a set of approved recommendations which the ministry intends to implement immediately. The Assistant Deputy Minister, Franco-Ontarian Education, will chair four standing ministry committees that will review and evaluate on a permanent basis all aspects of French-language education, including the allocation of funds.

In February 1983 the Minister of Education announced that in French-language schools five credits in français (including two in the Senior Division) and one credit in anglais/English will be required for diploma purposes.

On March 23, 1983, the government of Ontario released for discussion *A Proposal in Response to the Report of the Joint Committee on the Governance of French-Language Elementary and Secondary Schools*. The government proposal would, when implemented:

- recognize the right of every French-speaking student to an education in the French language;

SERVICES FOR EDUCATION



- require boards of education under certain conditions to establish minority-language sections consisting of trustees elected by minority-language electors;
- enable the Minister of Education to take appropriate action when a school board does not accept the recommendations of the Languages of Instruction Commission of Ontario.

Under the proposal local school boards will be required, on the request of students or parents, either to offer French-language instruction in their own classes or schools or to provide for instruction through arrangements with other boards. The government will provide grants towards the cost of transportation or of board and lodging where these services are necessary.

The proposal calls for the addition of a section of at least four French-language trustees to boards of education that have at least 500 Francophone students or where the Francophone student population is at least 10 per cent of the board's total enrolment. If more than 10 per cent of the board's enrolment is Francophone, the panel would increase proportionally to a maximum of eight. These sections would be elected by French-language ratepayers and would be responsible for the French-language school programs and teaching.

The government believes that the proposal can also apply to separate school boards. It invites them to indicate on what basis the aspirations of the French-language members of their communities can be accommodated within the intent of the proposal.

The existing legislation permits a school board to establish classes or schools for the provision of French-language education. It requires a board to provide French-language instruction when requests to be taught in the French language are received from a specified number of students. The minimum number is twenty-five for elementary schools and twenty for secondary schools.

On September 30, 1982, there were in Ontario 289 elementary schools and 33 secondary schools in which French was the language of communication, administration, and instruction. In addition, there were thirty secondary schools that had a French-language instructional unit in which all or part of the curriculum was taught in French. Enrolment in French-language instructional units for the 1982-83 school year totalled 26 000 students at the secondary level and 67 600 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Strong efforts are also made to produce French-language versions of all ministry documents, such as the Education Act, the regulations, and curriculum documents.

In 1982-83 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to its minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the establishment of two new French-language secondary school entities, each with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

RESEARCH

The Research Branch is responsible for planning and administering educational research, for providing support services in the development of evaluation systems, for supporting the ministry's strategic-planning activities, and for operating the Information Centre of the ministry.

Priorities for educational research included studies dealing with microtechnology, special education, teacher's classroom practices, and the arts in the curriculum. Research on French as a second language focused on the method of implementation of such instruction in the schools. Research pertinent to the needs of the Francophone community was undertaken in the following areas: special education, Kindergarten, language development, and assessment instruments.

A continuing initiative of the branch in 1982 was the development of the Ontario Assessment Instrument Pool. Instruments dealing with anglais and français in the Junior Division, anglais, English, français, géographie, and mathematics in the Intermediate Division, and chemistry/chimie and physics/physique in the Senior Division were published. This project will ultimately provide a wide variety of thoroughly tested instruments and methods of assessment that will improve the evaluation of both student achievement and the

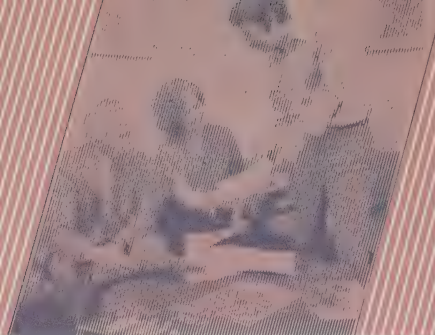
educational programs being offered throughout the province.

An important part of the work of the Research Branch is its contribution to the ministry's strategic planning process. In this role the branch helps to anticipate future conditions and analyses long-term impacts on education in the province. As part of the ministry's initiatives in this area, a group of accomplished Canadians was formed in 1982 to assist the minister in studying the future of education. The branch provides a secretariat function for the minister's Futures Group.

The branch's Information Centre provides an extensive range of information services and products to the ministry. These include the selective dissemination of information, data-base design, and other services. Provision has also been made to make the ONTERIS (Ontario Education Resources Information System) data bases available to the public.

MANAGEMENT INFORMATION SYSTEMS

The Management Information Systems Branch manages, develops, and supports the Educational Computing Network of Ontario (ECNO), a co-operative distributed data-processing network. ECNO delivers to school boards economical data-processing services relating to finance, payroll, personnel, transportation, student-administration, and student-guidance information. During the year the ministry made available two on-line, interactive software applications — Financial Administration System and Student Administration System. In addition, the ministry's Student Guidance Information System (SGIS) was converted to run on local board computers. By the end of the year the addition of seven new boards will bring the total membership in ECNO to nineteen school boards. These board members provide computer services to some fifty-five smaller boards, reaching 70 per cent of the secondary students in the province.



C COMMUNICATION SERVICES

The branch is also the focal point for the collection and dissemination of all statistical information used for the operation, planning, and policy functions of the ministry. Education statistics are made available through periodic reports, regular publications, and other releases. To ensure that statistical standards are adhered to, the branch provides consultation on survey design and methodological strategies to regional office personnel conducting provincial reviews and to those engaged in contractual projects on behalf of the ministry.

The Communication Services Branch plans and operates communications programs for all ministry activities. These programs are aimed at keeping parents, students, educators, administrators, and the general public aware of ministry programs and policies.

A staff of five information officers dealt with more than 40 000 members of the public during the year, answering their written or telephoned questions relating to Ontario's educational system. Branch staff also answered inquiries from members of the Legislative Press Gallery and other media representatives from across the province.

The Education and You program, a series of fact sheets that explain various aspects of education in Ontario and that are available in French and English, continued to prove extremely popular throughout the year. The fact sheets, which were redesigned to provide more information, were again in high demand by educators for use at school open houses and parent-teacher meetings. They are also distributed through a network of more than 1500 outlets in factories, libraries, stores, and other locations across the province. During the year more than 1.5 million fact sheets were distributed through these outlets.

During the year exhibits were staged at educational conferences, seminars, and workshops. A major display was staged by the ministry at the Canadian Education Association's annual convention in Toronto. Ontario hosted the CEA convention last fall.

The ministry's Future Pod display at Ontario Place, a display of the classroom uses of computers, was judged by the public as the second most popular of all exhibits in the Future Pod pavilion.

The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than 105 documents during the year.

LEARNING MATERIALS DEVELOPMENT PLAN AND FRENCH-LANGUAGE FUND

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1982 Learning Materials Development Plan competition thirty-five (twenty-six English-language and nine French-as-a-second-language) projects were funded for the development of print and non-print materials. The French-Language Fund competition provided funding for about twenty-six projects for Ontario students enrolled in French-language schools.

CIRCULAR 14

Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 132 new English-language and 73 new French-language titles in 1982. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

BOOK PURCHASE PLAN

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first time in *Circular 14*. During 1982 schools and boards were provided with 248 117 copies of 189 titles under the plan.



SPECIAL PROJECTS

STUDENT EXCHANGES AND EDUCATIONAL TRIPS

During the 1982-83 school year over 7300 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. One hundred and twenty-seven Ontario students spent three months attending school in West Germany and seventy-four studied in France. One three-month exchange was arranged for thirteen students in the French-speaking canton of Geneva, Switzerland, and another was arranged for twenty-one students in Italy. Under the terms of these exchanges the foreign students live in the homes of their Ontario partners and attend Ontario schools. The Ontario students then travel to their foreign partners' homes and attend foreign schools.

A four-week German-language immersion course was offered to twenty Ontario secondary school students during the summer of 1982. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin.

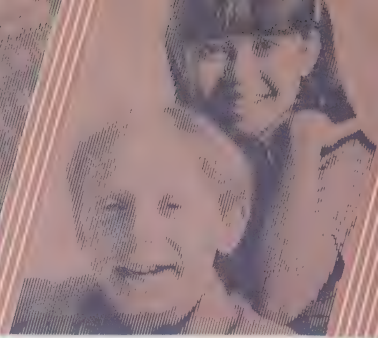
A three-month exchange with Quebec students was arranged for 127 Ontario students. A further 684 students participated in three- to five-day exchanges with Quebec students. Six hundred and forty students from French-language instructional units travelled to Quebec for short educational visits. Within Ontario arrangements were made for 341 students from French-language instructional units to participate in short-term exchanges between Ontario schools. In addition, over 5300 Ontario-Quebec student exchanges were arranged by the Bilingual Exchange Secretariat and Visites Interprovincial, now a merged, non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC). Partial funding assistance for these exchanges was provided by the ministry.

EDUCATOR EXCHANGES

Three Ontario teachers exchanged places with teachers from Switzerland. A pilot program between Ontario and New Zealand is continuing. Also during the year twenty Ontario teachers travelled to the United Kingdom and five Ontario teachers travelled to the United States under educator-exchange programs co-ordinated by the League for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually. There were forty Australian teachers on exchange in Ontario during the year, with the same number of Ontario teachers in Australia.

During the year fifteen Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the ministry.

SPECIAL PROJECTS



ONTARIO STUDENT LEADERSHIP CENTRE

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student-leadership development, which ran from June to September. In 1982 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. More than 1450 students attended the centre. Programs are staffed by school board, university, and ministry personnel. In addition to the ministry programs, many youth and adult groups used the centre during May, September, and October.

ONTARIO YOUNG TRAVELLERS

Toronto has a concentration of provincially sponsored educational and cultural resources — the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place — that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. Through the Ontario Young Travellers program, financial assistance is provided to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. The program is available to Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as for Grade 7 classes that are the last grade in an elementary school. The school must provide evidence that the visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision.

The ministry provides assistance with the transportation costs from the school to the provincial capital. Some assistance is also provided to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. During the year approximately 6025 students from Northern Ontario visited the provincial capital under the auspices of the Ontario Young Travellers program.

PROJECT CANADA

This national class-twinning program — initiated, financed, and administered by the Ministry of Education — is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories; it continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year 441 Ontario classes were twinned with classes from other provinces.

ONTARIO-QUEBEC CLASS TWINNING PROGRAM

The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1982-83 school year approximately 1400 Ontario students participated in this program.

SUMMER-EMPLOYMENT PROGRAMS FOR STUDENTS

The ministry's Experience Program in the area of summer employment is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or the preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1982 the ministry approved 235 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat) school boards hired 1539 students to work on their projects. An additional 86 students were employed by the ministry under the program.

OFFICIAL-LANGUAGE MONITORS PROGRAM

This program, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual post-secondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language. A total of 330 students at 17 Ontario universities and community colleges are being paid \$3000 each to act as monitors in the schools of 39 Ontario boards. The students usually work with small conversation groups.

Of the 330 students, approximately 300 are French-speaking post-secondary students from across Canada who work with English-speaking students studying French as a second language. Thirty of the monitors are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language.

There are also ten full-time Franco-phone monitors in Ontario schools that are not close to a university centre. All are from Quebec. They work twenty-five hours a week with small groups of students: eight work under the direction of teachers of French as a second language, and two with the staff of French-language instructional units. Each monitor receives \$7000.

SPECIAL PROJECTS



CANADIAN STUDIES SEMINARS FOR EDUCATORS FROM WESTERN EUROPE

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocation for seminars that are open to Ontario educators in six European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

SEMINARS IN EUROPE FOR ONTARIO EDUCATORS

Thirteen seminars in six Western European countries were open to Ontario educators. These programs, of two to four weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

INTERCHANGE ON CANADIAN STUDIES

The 1982 conference was held in St. John's, Newfoundland. Each province and territory was represented by a delegation of eighteen students, who dialogued on the topic "Launch Into the Deep". The Grade 12 students representing Ontario were selected by the ministry's regional offices.

EDUCATION WEEK

The Special Projects Branch arranges for the hosting of Education Week. Education Week 1982 was co-operatively hosted by the Essex County Board of Education and the Essex County Roman Catholic Separate School Board. The opening ceremonies in Essex were attended by educators from the elementary, secondary, and post-secondary levels. "Growing Together" was the theme of Education Week 1982, and the celebration was intended to apply to learners of all ages.

BICENTENNIAL PROJECT

The Ministry of Education and the Ministry of Colleges and Universities have advanced a proposal to the Ontario Bicentennial Cabinet Commission that their major project in celebration of the bicentennial be a history of Ontario booklet to be developed, printed, and distributed free to all students and teachers in the province.

The historian chosen for the project is Dr. Robert Choquette of the University of Ottawa. An advisory committee has been established and plans are being made to have the booklet distributed to the schools as early as possible in the fall of 1983. In this way teachers will be able to make maximum use of the booklet as a curriculum resource during the bicentennial year. Students will also be directed to take the booklet home so that it may be read by members of their families.

Details of the 1983 general legislative grants were released in March. Provincial grants to school boards for 1983 will total \$2897 million, an increase of \$157 million over the 1982 adjusted final allocation of \$2740 million.

The new approach for funding special education programs and services introduced in 1982 was continued in 1983. The grants were based on a fixed-dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school average daily enrolment. The dollar amounts were increased in 1983 to \$147 per pupil at the elementary level (\$125 in 1982) and \$106 at the secondary level (\$90 in 1982). The per pupil amount for a trainable retarded pupil was increased from \$3430 in 1982 to \$3740 in 1983.

The declining enrolment provision introduced in 1981 was continued in 1983. Thus, the declines in enrolment experienced by a board between 1983 and 1982 and between 1982 and 1981 were recognized for grant assistance in 1983.

Changes to the funding of continuing education were introduced and became effective from September 1982. Funding was continued for heritage languages programs, driver education programs, secondary school credit courses, and adult basic education programs. Effective from January 1983, there

was no direct provincial funding for general-interest courses. However, an improvement was made to a component of the weighting factors (i.e., dealing with small boards) to give grant assistance to certain boards in providing some community-oriented programs.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to help boards replace technical and vocational equipment was continued.

Grants were improved for the teaching of French both as a first and as a second language. A start-up grant was made available to school boards to enable them to establish or expand immersion and extended French-as-a-second-language programs in the secondary schools.

The new funding mechanisms that were introduced in 1980 to encourage the provision of French-language education programs at the secondary level were continued for 1983.

The maximum ordinary expenditure per pupil recognized by the ministry for grant purposes was also increased. The ceiling for elementary school pupils was raised to \$2171, up from \$1972 in 1982. The ceiling for secondary school pupils was raised to \$2978,

up from \$2718 in 1982. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's general legislative grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment.

In order to encourage school boards to keep increases in the local mill rate to the minimum in 1983, a mill-rate-guarantee grant was made available to school boards. If a board kept its 1983 increase in per pupil operating expenditure to 9 per cent or less, the grant would ensure that the board's mill-rate increase would also be held to 9 per cent or less.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements. The Ministry of Energy also assisted in providing school boards with funding to convert their heating systems from oil to other fuels.

L

EGISLATION

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EGIONAL SERVICES SECRETARIAT DIVISION

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EGIONAL SERVICES SECRETARIAT

Two education bills were approved by the legislature during the period covered by this report. Bill 46, An Act to Amend the Education Act, established the right of trustees and members of school boards to set their own allowances, provided for a three-year term of office for trustees, limited the kinds of subject matter that may be considered in camera by committees of a board (including a committee of the whole board), required that boards consider school closures only in accordance with established policies developed from ministerial guidelines, and made a variety of other essentially house-keeping changes to the act.

Bill 127, An Act to Amend the Municipality of Metropolitan Toronto Act, introduced new procedures for the handling of surpluses and deficits of boards of education in Metro and established the requirement that boards and teachers bargain jointly at each of the elementary and secondary panels for teachers' salaries and financial benefits and the method by which the number of teachers to be employed by a board is determined.

The Regional Services Secretariat provides leadership in the development of policies related to implementation, assessment, and evaluation. In addition, the secretariat provides liaison services on behalf of the ministry and administrative support services for the division. The secretariat is also responsible for the co-ordination of activities related to school attendance, French-language consultative services, and the inspection of private schools.

R

EGIONAL OFFICES

In a very real sense the regional office staff are "the eyes and the ears" of the ministry, providing direct communication with the public and with the local school boards. Each of the ministry's six regional offices is responsible for the implementation of ministry policies by providing information on and clarification of these policies to school systems and by collaborating with local educational authorities to ensure that the policies are carried out. Each office also conducts reviews and evaluation activities by monitoring the effectiveness of provincial policies in practice and by assisting school boards to develop various means of evaluating and improving programs.

The regional staff promotes policy development by making recommendations to initiate policy changes and by participating in policy-framing committees and task forces. In areas where, because of low enrolment, school boards do not have their own supervisory staff, regional office personnel provide direct supervisory services. Four teams of seconded consultants provide French-language schools with direct consultative and development services. This program is completing a successful fourth year and will continue for another year.

A DVISORY COMMITTEES

M INISTERIAL AGENCIES AND COMMISSIONS

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

M INISTRY OF EDUCATION ADVISORY COUNCIL ON SPECIAL EDUCATION

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

In May, G. Rodger Allan, former chief executive officer of the Education Relations Commission, was appointed commissioner to investigate the provision of secondary education in small Northern Ontario secondary schools. As commissioner he was asked to examine the provision of secondary school programs by the Lake Superior Board of Education as well as other related matters such as the financing of small secondary schools, the governance of education in Northern Ontario, and the support services available for secondary school students. As commissioner he travelled extensively in Northern Ontario, meeting with school trustees, teachers, parent groups, and municipal councils. He submitted his report in March and, although it deals with schools in Northern Ontario, it was distributed to all school boards in the province for comment.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education. The members were also provided with a copy of the annual reports of the Council for Franco-Ontarian Education and the Ontario Educational Services Corporation.

T HE LANGUAGES OF INSTRUCTION COMMISSION OF ONTARIO

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of ratepayers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

MINISTERIAL AGENCIES AND COMMISSIONS

THE PROVINCIAL SCHOOLS AUTHORITY

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers have, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreements reached.

ONTARIO EDUCATIONAL SERVICES CORPORATION (OESC)

The OESC was established in the latter part of 1980. Its goal is to enhance Ontario's position in international business by:

- supporting the private sector by facilitating the inclusion of educational or training components into international capital projects;
- undertaking educational activities directly;
- seeking government-to-government relationships that encourage contracts that involve education or training.

Mr. D.C. McGeachy of London, Ontario, was appointed chairman of the corporation's board.

The corporation is successfully competing internationally. Its initiatives, particularly in the Middle East, have achieved significant contracts for the private sector and the signing of government-to-government agreements and protocols covering education and police co-operation. One such agreement involving the Bahrain Ministry of Labour and Social Development is currently being finalized. Agreements of this nature will lead to the increased exporting of a wide range of government resources related to education and training.

This is a partial list of publications issued during the 1982-83 fiscal year.

GUIDELINES

Histoire des Franco-Ontariens, cycle supérieur, 1982 (French only)

SUPPORT DOCUMENTS

Children With Moderate and Severe Intellectual Handicaps (French)
Classical Literature in Translation (French)
Clothing and Shelter, P3 (French)
Days to Celebrate (English)
Eating and Energy – A Part of Every Day, P2 (French)
Family Studies Resource List, Senior Division (English)
Focus on Writing (English)
Locality Studies (French)
Music, Senior Division, 1983
Musique: chants et jeux (French)
Musique, liste de ressources, cycles intermédiaire et supérieure, 1981 (French)
Partners in Action (English and French)
Planning and Implementing Classical Civilization Courses (French)
Transportation and Energy, P4 (French)
What Is Energy?, J5 (French)
Work and Employability Skills Program (French)

OTHER

Adult Education: It's Never Too Late to Learn (English and French)
After 8?, 1983 (English and French)
Apprenticeship and You, 1983 (English and French)
Circular 14, 1983 (bilingual)
Circular 14A, 1982 (bilingual)
Circular 14B, 1982 (bilingual)
Correspondence Education, 1983-84 (bilingual)
Directory of Education, 1982-83 (bilingual)
Directory of Registered Private Vocational Schools, 1982 (English)
Directory of School Boards, 1982 (bilingual)
Education for Children With Special Needs (English and French)
Education in Elementary Schools Today (French)
Education Ontario (quarterly tabloid, English and French)
Education Statistics Ontario, 1981 (bilingual)
Employer's Guide (English)
French in Ontario Schools (English and French)
Helping Your Child Learn (English and French)
Horizons, 1983-84 (English)
Tour d'horizon, 1983-1984 (French)





Government
Publications

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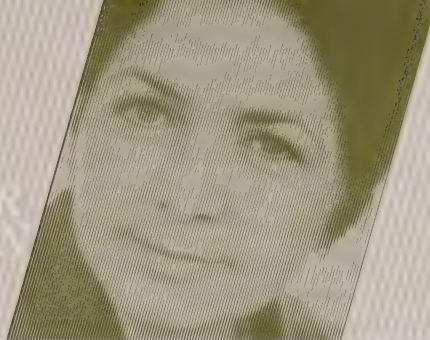
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REPORT OF
THE MINISTER
OF EDUCATION

1983-84

R

REPORT OF
THE MINISTER
OF EDUCATION
1983-84



The Honourable John B. Aird,
O.C., Q.C., L.L.D.
Lieutenant-Governor of Ontario

Sir:

It is my privilege to present, for the information of Your Honour and of the Legislative Assembly, the annual report of the Ministry of Education for the fiscal year beginning April 1, 1983, and ending March 31, 1984.

It is the goal of the Ministry of Education to provide equal educational opportunity for all the students in Ontario's elementary and secondary schools. To attain this goal, the ministry involves itself in every aspect of elementary and secondary education. The ministry works in close cooperation with the publicly elected school boards of the province in an attempt to ensure that a full range of programs is provided by every school board.

Detailed statistical data on education in Ontario are provided in the publication *Education Statistics, Ontario, 1983*.

Respectfully submitted,

Bette Stephenson, M.D.
Minister of Education



The Honourable
Bette Stephenson, M.D.
Minister of Education

Dr. Stephenson:

I have the honour to submit for your approval the annual report of the Minister of Education for the 1983-84 fiscal year. The report contains detailed information about the many programs and activities undertaken by the ministry during the period.

Respectfully submitted,

A handwritten signature in cursive script, reading "H. K. Fisher". The signature is written in dark ink on a light background.

Dr. Harry K. Fisher
Deputy Minister

C

CONTENTS

INTRODUCTION 5

MINISTRY REORGANIZATION 6

CURRICULUM 8

Arts in Education
Continuing Education
Co-operative Education
Document Development Under
OSIS
Drug Education
Early Childhood Education
French as a Second Language
Guidance
Library Resource Centres
The Linkage Program
Multiculturalism and Race
Relations
Native Education
*Ontario Schools, Intermediate
and Senior Divisions, 1984*
Personal Life Management
Schools General
Student Guidance Information
Service
Values Education

SERVICES FOR EDUCATION 16

Special Education
Provincial Schools
Demonstration Schools
Schools for the Blind
Schools for the Deaf

Developmental Centres Schools
Training Schools
Regional Schools for Nursing
Assistants
Franco-Ontarian Education
Correspondence Education
Research and Information
Communication Services

SPECIAL PROJECTS 27

Learning Materials Development
Plan and French-Language
Fund
Circular 14
Book Purchase Plan
Student Exchanges and
Educational Trips
Educator Exchanges
Ontario Student Leadership
Centre
Ontario Young Travellers
Project Canada
Ontario-Quebec Class Twinning
Program
Summer-Employment Programs
for Students
Official-Language Monitors
Program
Canadian Studies Seminars for
Educators From Western
Europe
Seminars in Europe for Ontario
Educators
Interchange on Canadian Studies
Education Week

GRANTS 32

REGIONAL SERVICES DIVISION 33

LEGISLATION 33

ADVISORY COMMITTEES 34

Ministry of Education Advisory
Committee on Special
Education

MINISTERIAL AGENCIES AND COMMISSIONS 34

Commission to Inquire Into the
Discretionary Local Levy for
Education in Metropolitan
Toronto
The Provincial Schools Authority
Ontario Education Services
Corporation
The Languages of Instruction
Commission of Ontario

PUBLICATIONS 36

Guidelines
Support Documents
Other





INTRODUCTION

During the past year the Ministry of Education has undertaken several major initiatives, from the highly technical ICON educational computer to the initiation of a review of early childhood education.

The ICON, which was developed with the support of the Ontario government, is the first educational microcomputer to meet Ministry of Education specifications. It is the most sophisticated of its kind in the world. The field testing of the ICON by more than twenty school boards was a resounding success. As a result of these field tests, the ICON was approved for purchase and use in Ontario schools.

The potential of the computer in education is truly staggering. Its uses in teaching and learning appear to be constrained only by imagination and initiative. Microcomputers are outstanding teaching assistants in that they can help students to learn at their own pace – a pace that is usually dramatically increased. Until ICON was conceived and developed, the computer industry had seen the school system as a peripheral market, but the ministry's initiatives have changed that. For the first time, a microcomputer has been completely designed to meet educational needs.

At the other end of the spectrum is the establishment of the Early Primary Education Project, which has been designed to provide new direction for early childhood education. A special unit has been established within the Ministry of Education to gather input from across the province, through public forums, study sessions, and other methods, and to invite the participation of a wide range of educational and community groups.

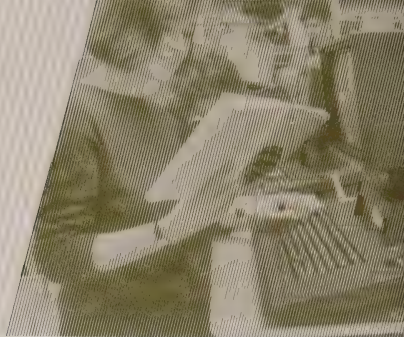
Directed by Frances Poleschuk, former director of the ministry's Elementary Education Branch, the project staff includes a secretariat of ministry officials and a forty-five-member advisory committee representing a spectrum of professional, community, and government organizations and agencies. Although the EPEP design is to assess and respond to the needs expressed by the Ontario public during 1984, the discussions will likely include comparisons with what is happening in other jurisdictions and countries.

The basic aim of the project is to examine the quality of programs and services for Ontario's four-to-nine-year-olds (the Primary Division of elementary school), with the intention of planning improvements where required and where possible. Several basic objectives have been

identified, including the recommendation of policies and priorities concerning the future of early primary education and the devising of a means of bringing closer together the many institutions and government agencies responsible for providing a wide variety of support services for families with young children.

In the area of teacher education and the training of personnel who will work with young children, there will be a complete review of certification and qualifying programs, which will be undertaken in close co-operation with faculties of education, colleges of applied arts and technology, universities, and institutes of child study.

The bicentennial project of the Ministry of Education and the Ministry of Colleges and Universities – the publication *Ontario: An Informal History of the Land and Its People* – was distributed to the province's elementary and secondary schools in March. Produced in English and French, the forty-eight-page book was distributed to all students and teachers in the elementary and secondary schools and to the libraries of the universities and the colleges of applied arts and technology. The book was authored by the noted historian Dr. Robert Choquette of the University of Ottawa.



During the past year the ministry was reorganized to reflect the changes taking place in the school programs in Ontario and to keep abreast of ever-changing technological advances. A new Education Technology Development Division was established to focus on the increasing impact of information technology on education. This division is the first of its kind in an education ministry in Canada. Douglas A. Penny was appointed Assistant Deputy Minister responsible for the new division. Mr. Penny, formerly executive director of the Planning and Policy Analysis Division, has been the senior official responsible for the ministry's BILD-funded educational microcomputing initiatives.

The new division consists of three units:

- The School Board Services unit will continue to develop and manage the Educational Computing Network of Ontario, a co-operative endeavour of the ministry and the province's school boards. While continuing to provide administrative applications, the unit will offer a wide range of education-related computer services to school boards.
- A second unit, the Computers in Education Centre, will develop hardware and software for educational purposes and will deal with the curriculum matters that are emerging with the application of microcomputers in education.
- The third unit is the ministry's Correspondence Education Service, which is increasingly experimenting with high-technology alternatives such as Telidon to transmit lessons to individual students and courses to remote schools.

The combining of the Elementary and Senior and Continuing Education branches into one curriculum unit was also included in the ministry's reorganization. The new Curriculum Branch is under the direction of Ms. Sheila Roy. Prior to her appointment as Director of the Curriculum Branch, Ms. Roy was a regional superintendent of education in the ministry's Toronto regional office.



The other assistant deputy ministers were appointed during the year. Mrs. Mariette Fraser, who began her teaching career in Hearst twenty-three years ago, was appointed Assistant Deputy Minister, Franco-Ontarian Education. Mrs. Fraser was appointed Co-ordinator of French-Language Consultative Services for the ministry's regional offices in Toronto and London in 1978. She has taught in French- and English-language schools across the province and has served as principal of French-language schools in Cambridge and Hamilton. In 1981, she was appointed a regional superintendent in the ministry and was responsible for providing French-language services to school boards in southern Ontario. As Assistant Deputy Minister, Mrs. Fraser is responsible for the continuing development of ministry policy for French-language education in the province's elementary and secondary schools and postsecondary institutions. She succeeds Berchmans Kipp, who resigned to become Director of Education, Metropolitan Separate School Board.

Duncan Green, the former Director of Education for the Toronto Board of Education and the chairman of the ministry's Secondary Education Review Project, was appointed Assistant Deputy Minister, Education Programs. He succeeds George Podrebarac, who was appointed Deputy Minister in the Ministry of Correctional Services. Since completing the Secondary Education Review Project in the fall of 1981, Mr. Green has served as the University of Toronto's director of the School of Continuing Studies. His new responsibilities include the implementation of the renewal of the secondary school system, which was announced last November. In addition, Mr. Green will be responsible for the implementation of Bill 82, which deals with special education, and all other elementary and secondary matters, including the ministry's provincial schools and the operation of the six regional offices.

During the year the ministry established an Early Primary Education Project aimed at improving the quality of programs and services for young children. Heading the project is Frances Poleschuk, formerly the director of the Elementary Education Branch and of the ministry's Northwestern Ontario regional office. A secretariat of three education officers, including a francophone educator, is working with Ms. Poleschuk.

The project team will concentrate on developing more effective communication and co-ordinated planning among the many institutions, organizations, and government agencies involved in providing support services to families and young children. It will be assisted by an advisory committee, consisting of representatives of teachers, principals, parents, trustees, supervisory officers, and other ministries. The advisory committee will identify issues and offer suggestions. The project team's work will end on December 31, 1984.



ARTS IN EDUCATION

The development of a number of English- and French-language documents initiated under the programs of the former Elementary and Senior and Continuing Education branches continues in the Curriculum Branch. At present, there are twenty-six documents in support of *The Formative Years* being produced. Further, the Ministry of Education is consolidating approximately one hundred Intermediate and Senior Division guidelines into a set of about twenty subject documents. This renewal of curriculum guidelines will accommodate the new policy requirements stated in *Ontario Schools, Intermediate and Senior Divisions, 1984* (OSIS). OSIS outlines program and diploma requirements for Grades 7 to 12 and includes provision for offering Ontario Academic Courses (OACS). It is scheduled to replace *Circular H.S.1* in September 1984.

The following documents were completed in the 1983-84 fiscal year:

- *Computer Studies: Curriculum Guideline, Intermediate and Senior Divisions, 1983*
- *Études informatiques, programme-cadre, cycles intermédiaire et supérieur, 1983*
- *Drama in the Formative Years*
- *L'expression dramatique*
- *Fêtes annuelles*
- *Guidance: Curriculum Guideline for the Intermediate and Senior Divisions, 1984*
- *Orientation, programme-cadre, cycles intermédiaire et supérieur, 1984*
- *Ontario Schools: Intermediate and Senior Divisions, 1984*
- *Les écoles de l'Ontario aux cycles intermédiaire et supérieur, 1984*
- *Personal and Societal Values*
- *Trois pour la route* (developed in co-operation with the Ministry of Transportation and Communications)

The curriculum highlights that follow are ordered alphabetically.

Drama in the Formative Years, a document that provides curriculum ideas for teachers of the Primary and Junior Divisions, has been released in both English and French. To assist regional offices and school boards in implementing the ideas presented in this document, a slide and audiotape program has also been produced. This unique production, entitled *Stirring Up the Ground: Children and Drama*, explores the role of drama in the curriculum and its applications to children in both the Primary and the Junior Divisions.

In February 1984, *Awareness in Action*, a pilot project in distance professional development for teachers, was inaugurated. More than one hundred teacher volunteers have enrolled in the program. An evaluation of the project will be made in July 1984. If the evaluation proves positive, the opportunity to take this non-credit course in the basic elements of visual awareness will be made available to other teachers in the province.



CONTINUING EDUCATION

A provincial planning seminar on the arts was held at the Mowat Block on March 28 and 29, 1984. The Ministry Arts Group, arts advisory committees from the six regions, and delegates from teachers' professional organizations in the arts met to consider future "networking activity" with respect to growth and development of the arts in Ontario schools. The soon-to-be released "Arts Discussion Paper" was considered in the deliberations. A full report of the planning seminar will be available after April 30, 1984.

Two recordings of music, *Spectra* and *Le conte de l'oiseau/The Tale of the Bird*, were distributed to all secondary schools. These recordings, by four of Canada's major contemporary composers, were provided on the occasion of the Ontario bicentennial to assist teachers in the provision of programs in the arts. It is also the ministry's hope that they will create a greater awareness among our young people of the contributions of Canada's creative artists to our national identity.

Since releasing its first statement on continuing education in 1983, the ministry has implemented several of the objectives outlined in it. A curriculum committee has started writing a continuing education guidelines for use in the schools. Through the Research and Information Branch, a directory of adult-literacy programs has been published. Nominations have been received for an advisory council on continuing education, which will be named shortly. Adult-basic-literacy programs continue to be a priority.

CO-OPERATIVE EDUCATION

Co-operative education programs integrate classroom theory with on-the-job experience. Traditionally, the areas of co-operative education have been business education, community programs, and technological education. However, co-operative education programs in French, English, theatre arts, science, mathematics, and geography are expanding rapidly.

Students at all academic achievement levels are benefitting from co-operative education programs. The advantages of these programs, in addition to students' acquisition of first-hand knowledge and experience, include their development of important life skills, such as those related to interpersonal relationships and self-discipline. These skills, along with an understanding of the world of work, greatly facilitate students' transition from school to the workplace.

The co-operative education programs are receiving enthusiastic support from students, parents, employers, and educators. This is evidenced by the 26 per cent increase in participants from 1982 to 1983.

D OCUMENT DEVELOPMENT UNDER OSIS

The following are descriptions of some of the document developments under OSIS, which were referred to at the beginning of this section of the report.

Anglais/English. A curriculum guideline for the teaching and study of English in French-language schools is at the validation stage and is expected to be released in the fall of 1984.

Business studies. Work has continued on the preparation of an all-inclusive guideline in business studies to replace the existing separate guidelines. A working draft, which includes program-management statements for all subjects in the Intermediate and Senior Divisions, as well as four OACs, has been prepared. A reaction to this working draft has been received from boards of education, business-teachers' associations, colleges of applied arts and technology, universities, and the business community. A validation draft will be distributed in the fall of 1984.

Discipline. A number of submissions to the Secondary Education Review Project (SERP) expressed concerns regarding such issues as extremely disruptive behaviour, chronic absenteeism, vandalism, drug abuse, and alcoholism among students. Consequently, Policy Program Memorandum 62 and OSIS require secondary

schools to enunciate a clear code of student behaviour. To assist boards, principals, teachers, parents, and students in this task, the Curriculum Branch is preparing a support document on authority and discipline.

English. The three OACs in English will be completed before the end of the school year and will be distributed to schools in the summer or early fall of 1984.

Family studies. Plans are underway for the renewal of the Intermediate and Senior Division guidelines in family studies.

Français. One of this year's provincial reviews is concerned with the Intermediate Division français guideline (1977). The findings of this review should be of assistance in the development of a new guideline for courses in français for Grades 7 to 12 and for the new OACs.

History and contemporary studies. A project team is preparing a new guideline in history and contemporary studies (economics, law, man in society, people of Native ancestry, people and politics, world religions) for Grades 7 through the OACs. It is anticipated that the draft guideline will be available in the fall of 1985.

Mathematics. The preparation of the validation draft of the Intermediate and Senior Division mathematics guideline is nearing completion.

Modern languages. A new languages guideline is being developed. It will provide general principles for teaching and learning German, Italian, and Spanish, as well as other European, Eastern, Oriental, and Native languages, which until now have been offered only as experimental courses.

Science. A team of educators is engaged in revising all of the science courses for Grades 7 to 12 and the OACs in preparation for the publication of a single Intermediate and Senior Division science curriculum guideline. It is planned that this document will include the following courses:

- general science for Grades 7 to 10;
- environmental science for Grades 10 to 12;
- biology, chemistry, physics, geology, and technological science for Grades 11 and 12;
- biology, chemistry, physics, and integrated science at the OAC level.





*D*RUG EDUCATION

The guideline courses will be designed at the various levels of difficulty – basic, general, and/or advanced.

Technological studies. The development of the curriculum document for technological studies has proceeded steadily over the past year. The document will be structured in three parts: part A will provide an overview of the program; part B will provide separate guidelines for approximately forty-five subjects organized under subject groupings; and part C will outline three OACs in Computer Technology Interfacing, Analog and Digital Electronics, and Fluid Power Control. All materials, with the exception of two of the ten subject groupings in part B, have been developed to the validation-draft stage and have been distributed widely across the province for reaction.

Visual arts. The development of a new visual arts curriculum guideline for the Intermediate and Senior Divisions began in September 1982. The validation of the draft of this guideline has now been completed for both the English and French versions of the document, and it is expected that the final documents will be released in the early spring of 1985 for implementation the following September.

An ongoing priority of the ministry is the provision of drug-education information to schools. During the 1983-84 fiscal year, the ministry co-operated with the Addiction Research Foundation in providing drug-education resource materials to schools. Further, the ministry worked with an inter-agency group, the Drug Education Co-ordinating Council, to sponsor a one-day seminar on drug abuse for parents, educators, and other involved professionals. The ministry also co-operated with the Ontario Association of Chiefs of Police in the development and production of a drug-education program – “With Friends Like That” – for Grades 7 and 8.

*E*ARLY CHILDHOOD EDUCATION

During the 1983-84 fiscal year English- and French-language work sessions were conducted throughout the province with key teachers, consultants, and administrators of school boards. The work sessions were designed to assist teachers of Junior Kindergarten to Grade 3 in identifying the strengths, talents, and needs of young children and in planning appropriate programs for them.



FRENCH AS A SECOND LANGUAGE

Since 1977, when new initiatives in FSL were announced, Ontario elementary school FSL programs have increased in depth and variety. Between 1977 and 1983 the number of school boards offering core French starting in Grade 4 or earlier increased from 71 to 112. The number of boards offering immersion French increased from 28 to 56, while those offering extended French decreased from 10 to 7. Eighty-five per cent of all school boards now begin core French by Grade 4; 43 per cent offer immersion French.

Two significant steps have been taken to encourage secondary school programs to build on the foundation laid by elementary FSL programs. One credit in FSL has been made compulsory for the new Ontario Secondary School Diploma, and start-up funds have been made available in the General Legislative Grants to encourage the continuance of immersion French and extended French programs at the secondary school level. As well, a new information booklet for parents, educators, and the public, *Ontario's FSL Programs: Teaching and Learning French as a Second Language in the 1980s*, has been made available.

GUIDANCE

The renewed curriculum guideline *Guidance: Intermediate and Senior Divisions*, 1984 was sent to all secondary schools and elementary schools with Grades 7 and 8. The guideline expands on the description of guidance programs as outlined in OSIS and provides excellent opportunities to address the educational, career, personal, and social needs of students.

A companion resource document to the guideline, *One Step at a Time: Educational and Career Explorations*, 1984, will be sent to the schools in the fall of 1984. It is aimed at Grade 7 and 8 students and is part of a career-education continuum from Kindergarten to Grade 12/OACs. A fact sheet for the parents of younger children, entitled *A Parent's Guide to Career Planning for Children*, was also prepared and widely distributed in the province.

The ministry again co-operated with the Ontario Youth Secretariat and provided classroom materials for Career Week, 1984.

LIBRARY RESOURCE CENTRES

The resource guide *Partners in Action: The Library Resource Centre in the School Curriculum/Intégration et coopération : Le centre de ressources intégré à l'apprentissage* focuses on the development of resource-based programs, which are defined as planned educational programs that actively involve students in the meaningful use of a wide range of print, non-print, and human resources. The development of effective resource-based programs requires the participation of the principal, teachers, teacher-librarian, and consultative support staff. This document outlines the role that each of these partners is expected to play in the provision of resource-based programs.



THE LINKAGE PROGRAM

The Linkage I program aligns the contents of ten secondary school subjects in technological studies with the in-school components of apprenticeship and modular-training programs. Graduates of the program who continue their training in these occupations receive recognition for the learning that they achieve while in secondary school. Approximately 15 000 students were involved in the program during the 1983-84 school year.

MULTICULTURALISM AND RACE RELATIONS

The Heritage Languages Program for elementary school pupils continues to expand. The most recent figures show an increase from 49 languages and 81 993 pupils to 57 languages and 88 853 pupils.

NATIVE EDUCATION

An implementation program for the utilization of the People of Native Ancestry series of curricular materials, as well as the supplementary kit "Touch a Child", continued this year.

Again, the Ministry of Education co-sponsored the Native Counsellor's Training Program with the Department of Indian and Northern Affairs. The summer session of 1983 marked the seventh year of the program's operation. The program was designed to provide an integrated and developmental series of courses in the essential skills, knowledge, and experiences required for the counselling of Native students in elementary and secondary schools. Sixty-four Native people have now received the Native Counsellor's Certificate.

ONTARIO SCHOOLS, INTERMEDIATE AND SENIOR DIVISIONS, 1984 (OSIS)

This circular is the successor to *Circular H.S.1, 1979-81*. It was delivered to the schools in October 1983 for implementation beginning in September 1984. It describes the program requirements for the new Ontario Secondary School Diploma.

PERSONAL LIFE MANAGEMENT

Personal Life Management is a curriculum guideline for the development of modules of study for secondary school students in the Intermediate and Senior Divisions (Grades 9 to 12) and for students involved in continuing education. This document has been field-tested and is currently in production. It is intended that a program in personal life management developed from this guideline will enable students to acquire the knowledge and competencies they will need to manage their personal lives with satisfaction and meaning.

SCHOOLS GENERAL

A new circular entitled *Schools General* is to be the foundation document for curriculum in the publicly supported elementary and secondary schools in Ontario. Its purpose is to identify and clarify general curriculum policy and practice that is consistent with the principles underlying education; as such, it will be the basis for planning curriculum. The document will also be helpful to those who may wish to deepen and clarify their understanding of education in Ontario's schools.

STUDENT GUIDANCE INFORMATION SERVICE (SGIS)

SGIS is a computer-based information-retrieval system that provides career information. It is available to students in the Intermediate and Senior Divisions in both English and French.

SGIS has an extensive data base, which consists of descriptions of approximately a thousand occupations. As well, it includes information on postsecondary institutions, training programs, and other guidance-related information, such as summer employment, Linkage and apprenticeship programs, résumé writing, job interviews, and occupational trends.

The SGIS data base is updated on an ongoing basis so that it provides current information in the area of career education. Recent revisions provide information that allows students to see the relationships among school subjects and occupational clusters. A new key-word index and a *Welcome to SGIS* booklet for each Grade 7 and 8 student further facilitate and expand the use of the service.

SGIS has been available through Telidon on a pilot basis in secondary schools across the province. There has been ongoing evaluation of both the content and cost effectiveness of the service.

As students come to expect the immediate feedback of information made possible by the availability of microcomputers in the classroom, the batch-processing mode of delivering SGIS career information will become outdated. In this regard, a committee is currently exploring the feasibility of providing an interactive mode of delivery for SGIS.

VALUES EDUCATION

In February 1984 a resource guide entitled *Personal and Societal Values* was released. This document is intended to help teachers implement the values-education policy outlined in *The Formative Years*. *Personal and Societal Values* emphasizes that the home has the primary responsibility for values education and that the influence of the religious community of choice must be respected.

The document identifies a number of values, including honesty, compassion, and tolerance, as forming the foundation of school programs; it also assists teachers in helping children to reflect carefully on the values and issues found in many curricular areas.

Another Ministry of Education initiative in values education in the elementary grades is "Values, Influences, and Peers". This document is being developed in co-operation with the Ministry of the Solicitor General. The main thrust of "Values, Influences, and Peers" is to help Grade 6 students to cope with negative peer pressures and to understand the value of being good citizens.



SPECIAL EDUCATION

Ontario Regulation 71/84: Regional Tribunals was filed in February 1984, marking the finalization of all legislation pertaining to the Education Amendment Act, 1980 (Bill 82), Ontario's landmark special education legislation. The previous June, Order in Council #O.C. 1755/83 was filed, establishing the Ontario Special Education Tribunal (in English and in French) as well as six regional English-language tribunals and six regional French-language tribunals. Members were appointed to the Ontario tribunals, and training sessions were provided for them. Three English-language hearings were conducted.


In the implementation of the Education Amendment Act, 1980, each school board submitted to the ministry in May 1983 a report on its review of its official special education plan as presented in 1982. The 1983 report outlined the board's review process and identified the findings of the review. It included any amendments to the original plan and listed achievements in implementation, as well as further steps to be taken in 1984. Each regional office of the ministry reviewed the report of each school board in its region and identified strengths in implementation and matters that required further study and planning in 1983-84.

To assist school boards in their review and planning in 1983-84, the ministry issued *Procedures for School Boards in the Annual Review and Amendment of the Plans for the Development of Comprehensive Programs and Services in Special Education*. These procedures specified the areas of special education to be reviewed by each school board, the requirements in the review and amendment process, and the topics and format to be used in submitting the 1984 report.

The regional offices of the ministry continued to provide a consultative service to boards both in their planning process and in their operation under the new legislation. The operation of a board's Special Education Advisory Committee was given special emphasis by the regional offices, including the provision of workshops for committee chairpersons and superintendents of special education.

Interministerial collaboration resolved problems of implementation in two special areas. To assist boards in providing education to school-age children currently enrolled in Developmental Day Care Centres licensed under the Day Nurseries Act, an agreement between the Ministry of Education and the Ministry of Community and Social Services provided school boards with the opportunity, under special circumstances, to request approval to offer an educational program within a centre, rather than bringing all of these children into their schools.

By special agreement among the Ministries of Education, Health, and Community and Social Services, action was taken to ensure that no school-age child is deprived of school attendance because of the need for health support services during school hours. Each of the three ministries accepted responsibility for the provision of a specific area(s) of health support services. At the local level, the provision of such services is shared by school boards, the Home Care Support program of the Ministry of Health, and agencies funded by the Ministry of Community and Social Services.



Progress continued on a Longitudinal Study of the Education Amendment Act, 1980. This study, covering the development of the special education legislation, the pilot year (1980-81), and program implementation, is designed to document the various stages of these processes and to provide a record of this important period in the history of Ontario education.

The Ministry of Education continued to work with the Ministry of Community and Social Services to effect the phasing out of the latter ministry's involvement in the education of learning-disabled pupils as the Education Amendment Act, 1980, is phased in. The interministry Vocation Rehabilitation Services/Learning Disabilities task group's co-operative planning approach, involving school boards, parents, parent groups, and the regional staff of the two ministries, has resulted in a 40 per cent decrease in the number of cases funded through the Ministry of Community and Social Services' program. Every effort has been made to ensure that returning students have been provided with appropriate placements by their local school boards.

The publication and distribution of OSIS during the 1983-84 academic year stimulated considerable discussion of issues and considerations regarding programs for exceptional students in secondary schools. The Special Education Branch has been closely involved in the curriculum guideline renewal process. A member of the branch liaises with each project team, and every effort is being made to ensure that all curriculum guidelines under revision contain specific information to assist teachers in adapting their courses to meet the needs of exceptional students. Wherever possible, a teacher qualified in special education and experienced in either the Intermediate or Senior Division is included in each writing team.

Two important publications, *Répertoire de matériel orthopédagogique*, a compendium of materials and teacher aids, and the 1983-84 update of the *Special Education Materials and Resources Handbook* (1982) were distributed. A revision of *Designing Schools for the Physically Handicapped* was initiated. This document is designed to assist school boards in making schools accessible to the physically handicapped and is an example of ministry efforts to ensure that the needs of exceptional pupils are met in the local community wherever possible. A revision of the *Special Education Information Handbook* (1981) was also undertaken.

The major revision and extension of the curriculum support documents for gifted, learning-disabled, and behaviourally exceptional pupils reached the final stages. These publications now encompass all divisions and will provide significant help to teachers in developing and implementing instructional programs.

Special education teacher education continued to be an important activity. A special education component was developed for preservice programs, and the Teaching the Trainable Retarded options in Parts 1 and 2 of the Additional Qualifications Courses (Special



*P*ROVINCIAL SCHOOLS

Education) were revised to meet current needs. In May, a special education teacher education symposium was held at OISE to provide a forum for the discussion of all aspects of this field. Follow-up activities continued during the year, involving representatives of the Ministry of Education, Ministry of Colleges and Universities, faculties of education, OAEAO, OISE, and OTF. One outcome of this co-operative activity will be a special education resource book for Additional Qualifications Courses.

The development of the Special Education Information Network (SEIN) continued. The primary focus during the year was on developing selection criteria and increasing the capacity, flexibility, and efficiency of the existing computer network to collect high-quality information.

As implementation of the Education Amendment Act, 1980, passed the halfway mark, liaison activities with parent and professional organizations increased. It is anticipated that the high level of branch activity in this and all other areas of special education will continue for the foreseeable future.

The Provincial Schools Branch is responsible for the general planning, leadership, direction, and supervision of the direct educational services offered by the ministry to residents of the province for whom local provision is not made. The branch provides day and residential education programs in demonstration schools for the learning-disabled and in schools for the blind, the deaf, and the deaf-blind; and educational programs in training schools, Developmental Centres Schools, and regional schools for nursing assistants. The branch also provides teacher education programs at the demonstration schools and at the schools for the blind and the deaf. These schools also serve as resource centres for local school boards offering programs for exceptional students.

*D*EMONSTRATION SCHOOLS

The Ministry of Education provides the services of three demonstration schools for Ontario children with severe learning disabilities. These schools include the Trillium School in Milton, Centre Jules-Léger in Ottawa, and Sagonaska School in Belleville. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting. These demonstration schools were established to provide special residential education programs for students between the ages of five and twenty-one years. The activities associated with the residential components of the programs are designed to enhance the development of each student's academic and social skills. One of the basic objectives of each of these schools is to develop the abilities of the students enrolled to the point where they will be able to return to local programs operated by school boards.



SCHOOLS FOR THE BLIND

Both the Trillium and the Sagonaska schools are operated directly by the Ministry of Education. The Trillium program has an enrolment of forty students, whose language of instruction is English. The Sagonaska program is designed to meet the needs of anglophone students with specific language-learning disabilities, and currently forty-one such students are enrolled.

The Centre Jules-Léger is funded by the Ministry of Education under a contractual agreement with the Faculty of Education, University of Ottawa. The Faculty of Education is responsible for the delivery of the total program at the centre. The current enrolment of thirty-two francophones includes mainly students with general learning disabilities and, as of September 1983, students who have been diagnosed as having a specific language-learning disability (aphasia).

An in-service teacher education component is provided at each demonstration school. This service is designed so that methodologies and materials can be shared with locally operated programs.

The W. Ross Macdonald School in Brantford is one of the most modern schools for the blind in the world. It currently has an enrolment of 237 students. The school program, which provides a high standard of education tailored to the needs of blind students, prepares these students to live independently in an environment that is not artificially sheltered. The curriculum is based on the general programs developed for all students in the province and offers a full program from Grade 1 to secondary school graduation. A training program for teachers of the blind and the deaf-blind is provided at the school in association with the Faculty of Education, University of Western Ontario.

Comprehensive, personalized life-skills programs are designed to train students to function competently in many of the same work environments as non-handicapped persons. Concerted efforts are also being made to promote higher levels of educational and social integration of visually handicapped students within the community. In order that students may also continue to experience the benefits of a family setting, weekly transportation home is provided, where feasible. Students from Northern Ontario have the opportunity to travel home at least once a month for extended weekends.

Through workshops, seminars, special courses, and increased distribution of free, large-print textbooks to schools, the W. Ross Macdonald School has expanded its role as a provincial centre for the visually handicapped. The school is also assuming the coordinating role in providing audio and braille materials to school-age and postsecondary students throughout the province, and it offers professional services and guidance to other provincial ministries of education on an inter-provincial, co-operative basis.

The W. Ross Macdonald School provides one of the leading programs in North America for multihandicapped deaf-blind students. The program serves the province of Ontario and also offers education to deaf-blind students from British Columbia, Alberta, Saskatchewan, and Manitoba. There are currently forty-eight such students in the program.



SCHOOLS FOR THE DEAF

The ministry operates three schools for the hearing-impaired: the Sir James Whitney School in Belleville, the Ernest C. Drury School in Milton, and the Roberts School in London. All three are regional resource centres for the hearing-impaired and provide a broad range of services to local school boards and agencies in addition to their programs for their own students. These services include audiological and psychological assessment, educational programming, consultation in support of local programs, pre-school visits, family-counselling courses, and the provision of information to the public.

The Roberts School, with an enrolment of 83 residential and 66 day students, and the Ernest C. Drury School, with an enrolment of 100 residential and 235 day students, offer five-day-a-week residential programs, with all residential students returning home each weekend. The Sir James Whitney School, with 167 residential and 53 day students, provides a seven-day-a-week residential program throughout the school year, since the school serves the distant northern areas of the province. It makes provision for weekly trips home for more than half of its students; all students manage to return home every third week on the average.

These schools provide educational programming from Kindergarten to secondary school graduation, encompassing a comprehensive range of elementary, secondary, vocational, and occupational course options, in addition to the specialized teaching and training required in the area of hearing impairment. The unique and varied problems resulting from this handicap have always necessitated small groupings and personalized programming. Such programming is being continuously refined and extended to provide these children, wherever possible, with the same school experiences as those available to non-handicapped children. These include opportunities for integration at local schools; academic, vocational, and occupational classes in the provincial schools; and programs for those who are multihandicapped. Graduating students can be granted Ontario Secondary School Diplomas. Ongoing liaison with adjacent health facilities – the Chedoke-McMaster Family Services Centre in Hamilton, the Children's Psychiatric Research Institute in London, and Beechgrove Regional Children's Centre in Kingston – gives the schools considerable access to outside expert opinion and increases their capability to create programs for students with diverse and sometimes multiple handicaps.

Twenty-three graduates from the schools for the deaf were accepted last year for Gallaudet College, Washington, D.C., the only recognized liberal-arts college for the deaf in the world; thirty-five entered other post-secondary programs; twenty-nine graduates entered regular employment.

The Teacher Education Centre in Belleville provides a one-year postgraduate training program for certificated teachers and selected university graduates with hearing impairments. This program prepares trainees to work in schools and classes for the hearing-impaired. Twenty trainees are currently enrolled at the centre. They will receive the Ontario Diploma in Deaf Education on the successful completion of their studies.



DEVELOPMENTAL CENTRES SCHOOLS

There are currently some 517 students in the seven Developmental Centres Schools located in residential facilities operated by the Ministry of Community and Social Services. These students are mentally retarded, developmentally handicapped, or emotionally disturbed; many are multihandicapped. Specially trained teachers work with multihandicapped retarded children who have hearing, visual, orthopaedic, and, in many cases, behavioural problems. Secondary school programs are offered in several schools where the need for them has been indicated.

The prime goal of the schools is to provide opportunities for each student to acquire the basic skills, knowledge, and attitudes that he/she needs for participation in society. Therefore, programs have been designed to encourage student participation in social and recreational activities in both the school and the community. Communication skills, motor skills, and life skills are included in all of these programs. The concept that these students can and should be integrated into the community is being increasingly accepted by members of the host communities, whose positive support of the programs has been encouraging.

Negotiations are ongoing with local school boards to assume responsibility for education programs in the Developmental Centres Schools within their jurisdictions. These programs would be funded under the General Legislative Grants regulation. Since September 1982 five programs have been transferred. Negotiations to transfer the remaining seven programs are continuing; it is expected that some will be transferred in September 1984 and others by September 1985. These transfers fulfil the spirit of recent legislation and will facilitate staffing, supervision, and programming in these programs.

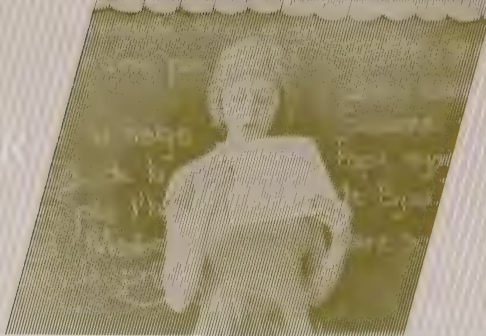
TRAINING SCHOOLS

The four training schools located in Cobourg, Oakville, Simcoe, and Sudbury provide secure care and education to approximately 259 wards. These residential facilities are operated by the Ministry of Community and Social Services under the Training Schools Act, 1976.

Educational programs are operated on a co-operative basis within each school. These co-educational schools accommodate students from twelve to sixteen years of age who have, in most

instances, been adjudicated delinquent by a provincial juvenile and family court.

The Oakville school provides secure detention and secure treatment in addition to secure care. The secure detention portion of the population includes those who have been charged with a recent act for which an adult would be liable to imprisonment for more than two years. The secure treatment population is composed of children who have been assessed as having a mental or emotional disorder. Full initial and continuing assessments are carried out to establish appropriate individual educational programs. Regular, remedial, and special education programs are provided both at the elementary and secondary school levels. The students generally have a behavioural exceptionality, although there are some learning-disabled students and some slow learners. Along with the core subjects, students are provided with extensive vocational and life-skills courses. Close community liaison is provided for students returning to the school system.



REGIONAL SCHOOLS FOR NURSING ASSISTANTS

The five regional schools for nursing assistants are located in Hamilton, London, Sudbury, Thunder Bay, and Toronto and have a total enrolment of 473 students. Classes begin in September and March, and the schools function throughout the twelve months of the year.

The program is thirty-six weeks in length and provides theory in nursing, biology, and social sciences, as well as planned clinical experience, which is supervised and evaluated by the registered nurse-teacher faculty. The clinical practicum is provided in a variety of community health-care settings. The curriculum guidelines reflect the Standards of Nursing Practice for Registered Nursing Assistants of the College of Nurses of Ontario. Graduates are recommended for admission to the provincial examination conducted by the college, which leads to initial registration and certification as nursing assistants.

The regional schools for nursing assistants are administered by the Ministry of Education and funded by the Ministry of Colleges and Universities.

FRANCO-ONTARIAN EDUCATION

During the 1983-84 fiscal year, the Ministry of Education made further advances in areas dealing with French-language education. Following the approval of the report *Elementary and Secondary French-Language Education in Ontario*, the Assistant Deputy Minister, Franco-Ontarian Education, was requested to establish and chair four standing ministry committees to review and evaluate on a permanent basis all aspects of French-language education, including the allocation of funds.

In October 1983, the circular *Ontario Schools, Intermediate and Senior Divisions, 1984*, which outlines the policies and diploma requirements of the new secondary school system, was distributed to all elementary and secondary schools. In French-language schools, five credits in français (including two in the Senior Division) and one credit in anglais/English will be required for diploma purposes.

A Proposal in Response to the Report of the Joint Committee on the Governance of French-Language Elementary and Secondary Schools was released in March 1983. The proposal outlined the government's intention to:

- recognize the right of every French-speaking student to an education in the French language;

- require boards of education under certain conditions to establish minority-language sections consisting of trustees elected by minority-language electors;
- enable the Minister of Education to take appropriate action when a school board does not accept the recommendations of the Languages of Instruction Commission of Ontario.

Under the proposal, local school boards will be required, on the request of students or parents, either to offer French-language instruction in their own classes or schools or to provide for instruction through arrangements with other boards. The government will provide grants towards the cost of transportation or of board and lodging where these services are necessary.

On November 30, 1983, following a meeting of Premier Davis and Dr. Stephenson with the representatives of the twenty boards affected by the proposal, a committee was established to explore further the government's position on minority-language governance. This Minority Language Governance Study Committee to the Government of Ontario submitted its report to the Premier on February 14, 1984. It outlines several models, including a modified model of the government's initial proposal. Since the govern-

ment believes that the proposal can also apply to separate school boards, it invited them to indicate the basis on which the aspirations of the French-language members of that community can be accommodated within the intent of the proposal. The Ontario Separate School Trustees' Association and the Association française des conseils scolaires de l'Ontario reached an "Entente" on the applicability of the government's proposal to the minority-language sector of the Ontario Catholic separate school system.

The Ministry of Education is preparing draft legislation that will require boards of education to establish, under certain conditions, minority-language sections consisting of trustees elected by minority-language electors. In addition, it is examining the possibility of developing legislation related to the principles contained in the "Entente" between the two associations. The Premier had indicated his intent to introduce legislation on minority-language governance in the present session of the legislature.

Regarding the right of every French-speaking student to an education in the French language, an act to amend the Education Act was introduced in the third session of the thirty-second legislature, but it received only a first reading. However, this legislation will be introduced again in the present session. On September 30, 1983, there were in Ontario 286 elementary schools and 32 secondary schools in which French was the language of communication, administration, and instruction. In addition, there were 30 secondary schools that had French-language instructional units for the 1983-84 school year. The enrolment of these units totalled 25 385 students at the secondary level and 68 200 at the elementary level.

It is standard practice in the Ministry of Education to ensure that the needs of French-speaking students are taken into consideration in the development of programs. Continued efforts are also made to produce and distribute French-language versions of all ministry documents, such as the Education Act, the regulations, and curriculum documents, concurrently with English-language versions.

In 1983-84 the ministry continued to encourage boards of education operating mixed secondary schools to review the programs available to its minority-language students. Such reviews have resulted not only in an expansion of course offerings for students enrolled in such settings, but also in the planning for the establishment of a new French-language secondary school entity with its own French-speaking principal and personnel. The ministry will maintain its review activities with respect to the mixed secondary schools that continue to exist, in keeping with the wishes of the local population.

A student-council leadership seminar held entirely in French was offered again this year to French-speaking members of student councils of French-language instructional units at the secondary school level.

French-language programs of past years were maintained during the present year.

CORRESPONDENCE EDUCATION

In 1983-84, 47 000 new applicants were added to correspondence education's active student body. On an average day the staff handled 600 telephone inquiries, mailed 800 packages of materials, and evaluated 2000 assignments.

Adults who require a flexible, self-paced program make up approximately 88 per cent of the enrolments. Of the remaining 12 per cent, over 11 per cent are day-school students studying courses not available at their secondary schools and less than half of 1 per cent are elementary pupils unable to attend school.

As well as enrolling day-school students in courses not available locally, correspondence education supports local school boards by making its learning materials available to them. During 1983-84, 100 boards purchased over 18 000 course modules. The materials are used in the development of curriculum and the local administration of independent study programs. Correspondence education staff assists local delivery by providing workshops on distance education.

The technologically enhanced programs for small secondary schools include two computer-managed courses in electronics, and components of computer-assisted instruction (CAI) are currently under development. Seven

computer studies courses with CAI components and two adult-basic-education courses with audio cassettes are also being produced. Several adult-basic-education courses – developed for adults with Grade 5 to 8 reading skills – will be of interest to school boards involved in continuing education and agencies working in adult literacy.

Applications for enrolment in correspondence courses are processed and materials mailed within two working days. Over 800 part-time teachers evaluate assignments and give tutorial service by mail. A centralized telephone tutorial service provides students with immediate access to teachers. In the first year of operation, over 5000 students received telephone tutorial assistance on Tuesday evenings.

A secondary school program of 105 English-language courses and 53 courses for those who speak French are now available. Eighteen new courses were released during 1983-84; 24 new courses are being prepared for next year.

The correspondence education calendar in English and French provides information about the courses and services offered to Ontario residents.

RESEARCH AND INFORMATION

The new Research and Information Branch combines the former Research Branch and the statistical services unit of the former Management Information Systems Branch. The new branch is responsible for planning and administering educational research, collecting and disseminating statistical information, supporting the ministry's strategic-planning activities, and operating the Information Centre of the ministry.

Priorities for education research included studies dealing with microtechnology, special education, the graduate-employment survey, and staff-performance appraisals. Research pertinent to the needs of the francophone community dealt with special education, assessment instruments, and language development. Research on French as a second language focused on the effective implementation of modes of instruction in the schools.

C COMMUNICATION SERVICES

The branch has become the focal point for the collection and dissemination of statistical information used for the operational, planning, and policy functions of the ministry. Education statistics are made available through periodic reports, regular publications, and other releases. The statistical services unit also provides consultation on survey design and methods to regional office personnel conducting provincial reviews in the schools.

An important part of the work of the branch is its various contributions to the ministry's strategic-planning process. In this role, the branch helps senior managers to consider policy development and priority setting in the light of information on trends and an analysis of their long-term implications for education.

The branch's Information Centre provides an extensive range of information and reference services for the ministry.

The Communication Services Branch provides a wide variety of information and public relation services relating to all ministry activities. A major function of the branch is to disseminate information about ministry programs and policies to the educational community of Ontario and to students, parents, and the general public.

During the year the branch's five information officers answered more than 50 000 telephone and written inquiries that were received from the public. Staff also answered inquiries from members of the legislative press gallery and from media representatives across the province.

With the publication of *Education for Tomorrow*, the ministry embarked on a major communications program to inform parents of the changes in the secondary school system that will take place this fall. More than two million copies of the brochure were distributed throughout the elementary and secondary schools of the province. The brochure was also included in the fact-sheet racks at more than 1500 retail outlets across the province. The fact sheets, known as the Education and You program, continued to retain their popularity with educators and the public. More than 1.6 million fact sheets were distributed through the retail outlets and through the schools at parent-teacher nights. The fact-sheet series contains eleven brochures that deal with different aspects of Ontario's educational system.

During the year exhibits were staged at educational conferences, seminars, and workshops. The branch's print production unit, which is responsible for the design, editing, and printing of publications from all ministry branches, produced more than eighty documents during 1983-84.



LEARNING MATERIALS DEVELOPMENT PLAN AND FRENCH-LANGUAGE FUND

The Learning Materials Development Plan and the French-Language Fund (Learning Materials) continued to provide funding to publishers, media producers, non-profit organizations, and individuals for the development and production of needed Canadian learning materials. To date, many different types of learning materials (books, kits, films, sound filmstrips, monographs, records, and an atlas for partially sighted children) have been produced in such diverse subject areas as the arts, special education, Canadian studies, multiculturalism, technological and business education, education of and about Native peoples, values, French as a first or second language, women's studies, Franco-Ontarian heritage, social studies, law, and mathematics.

Through the 1983 Learning Materials Development Plan competition, thirty-five (twenty-seven English-language and five French-as-a-second-language) projects were funded for the development of print and non-print materials. The French-Language Fund competition provided funding for about thirty-five projects for Ontario students enrolled in French-language schools.

CIRCULAR 14

Circular 14, the annual publication listing all textual materials that have been reviewed and approved for use in Ontario schools, contained 119 new English-language and 55 new French-language titles in 1983. In selecting textual materials for use in a subject area, a school must choose from those listed in *Circular 14*, unless permission to use unlisted materials has been granted by the Minister of Education. Over 95 per cent of the materials currently listed in *Circular 14* are of Canadian authorship and manufacture.

BOOK PURCHASE PLAN

Under the Book Purchase Plan each school and board office in the province has an opportunity to order sample copies of Canadian books listed for the first time in *Circular 14*. During 1983, schools and boards were provided with 191 551 copies of 140 titles under the plan.



STUDENT EXCHANGES AND EDUCATIONAL TRIPS

During the 1983-84 school year over 7400 Ontario students participated in exchange or travel programs designed to provide language and cultural enrichment. Three-month international student-exchange programs were conducted with France, Italy, Switzerland, and West Germany. Under the terms of these exchanges 274 European students were the guests of their Ontario partners and attended Ontario schools. The Ontario students then travelled to their European partners' homes and attended French, Italian, Swiss, and German schools.

A four-week German-language immersion course was offered to fifteen Ontario secondary school students during the summer of 1983. The course was held in Kulmbach, Bavaria, with the last week spent in Berlin. A three-week French-language immersion course was held near Montreux, Switzerland, and was attended by twenty-three Ontario students.

One hundred and fifty Ontario students participated in a three-month exchange with Quebec students. The Ministry of Education provided financial assistance for 868 students from French-language schools in Ontario to travel to Quebec for short educational visits. The ministry also provided financial assistance for 994 students from French-language schools to participate in educational visits and exchanges within Ontario. Over 7600 students participated in bilingual exchanges between Ontario and other provinces. These exchanges were arranged by a non-profit organization called the Society for Educational Visits and Exchanges in Canada (SEVEC) and were partially funded by the Ministry of Education.

EDUCATOR EXCHANGES

In 1983-84, one Ontario teacher and a teacher from Switzerland exchanged places. A pilot program between Ontario and New Zealand is continuing. Also during the year, twenty-six Ontario teachers travelled to the United Kingdom, and one Ontario teacher travelled to the United States under educator-exchange programs co-ordinated by the league for the Exchange of Commonwealth Teachers and the Department of Education of the United States. These programs are conducted annually. Forty-two Australian teachers are on exchange in Ontario this year, with the same number of Ontario teachers in Australia.

During the year, three Ontario teachers exchanged teaching assignments with teachers from other provinces. At a time of declining enrolment, when promotion and mobility are restricted, intraprovincial exchanges for teachers and administrators are being encouraged by the ministry.



ONTARIO STUDENT LEADERSHIP CENTRE

The Ontario Student Leadership Centre on Lake Couchiching, near Longford Mills, again hosted courses in student leadership development, which ran from June to September. In 1983 there were nine courses in seven separate programs. All programs had full enrolment, and some received applications from more students than they could accept. The athletic courses, which in 1982 operated with 432 girls and 384 boys, accepted only 336 girls and 336 boys as a result of salary-budget restrictions. The total number of students attending all of the courses was 1289. Programs are staffed by qualified teachers from school boards, universities, and the Ministry of Education. In addition to the ministry programs, youth and adult groups used the centre during May, September, and October.

ONTARIO YOUNG TRAVELLERS

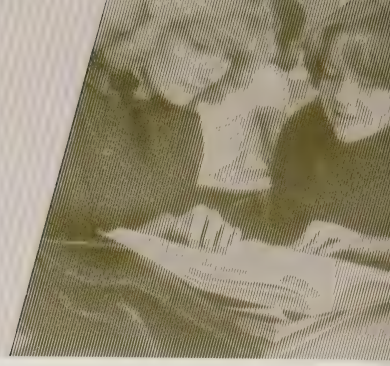
Toronto has a concentration of provincially sponsored educational and cultural resources – the Ontario legislative buildings, the Ontario Science Centre, the McLaughlin Planetarium, the Royal Ontario Museum, the Art Gallery of Ontario, and Ontario Place – that make a visit to Toronto a valuable experience for any student. However, for students who live far from the city, the costs of such a visit can be high. The Ontario Young Travellers program, under which such visits fall, is available to Grade 8, senior elementary, special education, and mixed Grade 7 and 8 classes, as well as to Grade 7 classes that are the last grade in an elementary school.

The program provides financial assistance to students from Northern Ontario whose education might be enhanced by a visit to the provincial capital. This assistance is used to help defray transportation costs from the school to Toronto and to cover the cost of meals and accommodation for students who attend schools that are located more than 800 km from Toronto. Each school must provide evidence that its students' visit is integrated with the school curriculum, outline follow-up activities, and provide assurance of adequate adult supervision. During the year approximately 6000 students from Northern Ontario

visited the provincial capital under the auspices of the Ontario Young Travellers program.

PROJECT CANADA

This national class-twinning program – initiated, financed, and administered by the Ministry of Education – is conducted in co-operation with the ministries of education of the other provinces (Quebec excepted) and the northern territories. It continues to provide young people with the opportunity to develop a sense of national pride. Through the exchange of correspondence and classroom projects, Ontario students gain a broader understanding of the multicultural character of Canada. During the year, 496 Ontario classes were twinned with classes from other provinces.



ONTARIO-QUEBEC CLASS TWINNING PROGRAM

The Ontario-Quebec Class Twinning Program is a correspondence program that provides opportunities for students at the elementary, secondary, and college levels to exchange ideas and information with similar students in the other province. Participation in the program increases learning about another region and the people who live there and can foster friendships between students of different communities. During the 1983-84 school year approximately 1200 Ontario students participated in this program.

SUMMER EMPLOYMENT PROGRAMS FOR STUDENTS

The ministry's Experience Program in the area of summer employment for students is run in co-operation with the school boards. The boards are invited to submit applications for projects of an educational nature, such as monitoring or tutoring programs or the preparation of educational kits. Applications are considered on the basis of merit and geographic distribution. In 1983 the ministry approved 246 projects. Through grants from the ministry (the funds for which come from the Ontario Youth Secretariat), school boards hired 1548 students to work on their projects. An additional 74 students were employed by the ministry under the program.

OFFICIAL-LANGUAGE MONITORS PROGRAM

This program, co-ordinated by the Council of Ministers of Education, Canada, and financed by the federal Department of the Secretary of State, is designed to encourage bilingual postsecondary students who are attending a university or college in a province or area where their mother tongue is the second language to act as second-language teaching monitors to teachers of French or English as a second language.

Three hundred and thirty-eight students at seventeen Ontario universities and colleges of applied arts and technology are being paid \$3000 each to act as monitors in the schools of forty-one Ontario boards. The students usually work with small conversation groups. Approximately three hundred of these monitors are French-speaking postsecondary students from across Canada who work with English-speaking students studying French as a second language; the remainder are English-speaking university students from various parts of Canada who are helping French-speaking students with their study of the English language. In addition, thirty-six francophone students are acting as French monitors in French-language instructional units. For centres distant from a university, there are twenty-two monitors.

SEMINARS IN EUROPE FOR ONTARIO EDUCATORS

There are also ten full-time francophone monitors in Ontario schools that are not close to a university centre. All of these monitors are from Quebec. They work twenty-five hours a week with small groups of students; eight work under the direction of teachers of French as a second language and two with the staff of French-language instructional units. Each monitor receives \$7000.

CANADIAN STUDIES SEMINARS FOR EDUCATORS FROM WESTERN EUROPE

Each summer the ministry organizes two two-week seminars in Canadian studies for educators from Western Europe. These programs are offered in reciprocity for seminars that are open to Ontario educators in thirteen European countries.

Candidates pay a nominal course fee; the ministry provides the staff and program organization; and the federal Department of External Affairs provides a generous living-allowance subsidy. The academic and cultural program includes lectures designed to give visiting educators an overview of Canada and our education system, numerous cultural excursions, and contact with Ontario educators.

Twelve seminars in seven Western European countries were open to Ontario educators. These programs, of two-to-four-weeks' duration, include both academic and cultural activities designed to broaden an educator's knowledge of the country, its education system, politics, economics, history, culture, and arts, and in some cases to increase his/her language fluency. Some seminars are partially subsidized by the host country; others are fully subsidized and are offered at no cost to Ontario teachers.

INTERCHANGE ON CANADIAN STUDIES

The 1983 conference was held in Whitehorse, Yukon. Each province and territory was represented by a delegation of fifteen students, who participated in a forum on northern issues that are important to all Canadians. The fifteen Ontario students then were hosts to a Yukon student each during the summer of 1983. The Grade 12 students representing Ontario were selected by the ministry's regional offices.

EDUCATION WEEK

The Special Projects Branch arranges for the hosting of Education Week. Education Week 1983 was co-operatively hosted by the Sudbury Board of Education and the Sudbury Roman Catholic Separate School Board. The opening ceremonies in Sudbury were attended by educators from the elementary, secondary, and post-secondary levels. "Education for Tomorrow/Préparons l'avenir" was the theme of Education Week 1983, and the celebration was intended to apply to the development and growth of education from today into the future.

Details of the 1984 General Legislative Grants were released in January. Provincial grants to school boards for 1984 will total \$3041.8 million, an increase of \$144.8 million over the 1983 allocation of \$2897 million.

The grants for special education were based on a fixed dollar amount per pupil, adjusted by the board's grant-weighting factor and then applied to the board's day-school enrolment. The dollar amounts were increased in 1984 to \$166 per pupil at the elementary level (\$147 in 1983) and \$119 at the secondary level (\$106 in 1983). The per-pupil amount for a trainable-retarded pupil was increased from \$3740 in 1983 to \$3930 in 1984.

The declining-enrolment provisions introduced in 1981 were continued in 1984. Thus, the declines in enrolment experienced by a board between 1984 and 1983 and between 1983 and 1982 were recognized for grant assistance in 1984.

Funding for Heritage Languages programs was increased to \$30.50 per classroom hour, up from \$29 in 1983.

The expenditure for continuing education programs in driver education, secondary school credit courses, and adult basic education were recognized for grant

purposes at the same level as day-school programs in terms of full-time equivalent enrolment.

Funding for students in Grades 9 and 10 in the Roman Catholic separate schools was again increased.

The additional allowance to help boards replace technical and vocational equipment was continued.

Grants for the teaching of French both as a first and as a second language were increased by 5 per cent over the 1983 level.

The maximum ordinary expenditures per pupil recognized by the ministry for grant purposes were also increased. The ceiling for elementary school pupils was raised to \$2297, up from \$2171 in 1983. The ceiling for secondary school pupils was raised to \$3140, up from \$2978 in 1983. These basic grant-ceiling figures were adjusted upwards by weighting factors to give boards extra grants to compensate for unusually high costs related to the provision of certain programs and to local factors such as sparse population and the geographical location of the boards.

The amounts paid to school boards out of the Ministry of Education's General Legislative Grants varied from board to board, depending on the individual board's ability to raise revenues from local assessment. The equalizing of assessment for this purpose was based on a four-year average of the assessment-equalization factors published by the Ministry of Revenue. For 1983, a three-year average was used.

The priority for the capital funding of projects providing school accommodation in new housing developments continued. Funds were made available for emergency projects involving health, fire safety, roofing, and heating-equipment replacements.

The ministry's six regional offices promote the implementation of provincial policies related to education. They provide encouragement and information to school systems, which have the primary responsibility for implementing those policies.

The regional office personnel are the ministry's "eyes and ears": they become aware of new developments and, in a very real sense, monitor, review, and evaluate both policy and the implementation of policy. They also assist school boards with the means of evaluating and improving school programs. For example, in 1983 they helped eight school boards in carrying out co-operative reviews of activities and in preparing comprehensive reports to guide further development and improvement.

In addition, the regional offices perform a variety of direct services, particularly in Northern Ontario. They distribute films and books to small schools, supervise instruction, and provide a variety of consultative services to schools and boards, in both English and French.

Bill 157, An Act to Amend the Education Act, which received first reading only, contained several amendments of a house-keeping nature. It also proposed amendments to part XI of the Education Act, which would implement the proposals of the Ministry of Education's White Paper respecting minority-language education rights and enable the Minister of Education to act where a school board and the Languages of Instruction Commission of Ontario are in disagreement. Reaction to the bill has produced valuable comments that will be taken into account in the preparation of a future Education Amendment Act.

The Teachers' Superannuation Act, 1983, a revision of an existing act, was passed by the legislature during the period covered by this report. Some of the changes include an increase in contribution rates; the computation of allowances on the basis of the average salary for the five years (rather than the seven years) during which a person's salary was highest; changes in respect of survivor allowances; the expansion of entitlements to refunds; and provisions for the election of the chairperson of the Teachers' Superannuation Commission and a reduction in the number of its members.

The Ministry of Education continues to consult with a wide range of groups and organizations in the development of its policies and procedures. Much of this consultation is done through committees and councils that include representatives from the groups most affected.

MINISTRY OF EDUCATION ADVISORY COUNCIL ON SPECIAL EDUCATION

The purpose of the Ministry of Education Advisory Council on Special Education is to assist the ministry in ensuring that its work in the area of special education is tailored to the specific needs in that field. Represented on the council are the Ontario Alliance for Children, the Council for Exceptional Children, the Ontario Council of Administrators of Special Education, the Ontario Advisory Council on the Physically Handicapped, the Ontario Psychological Association, the Ontario Catholic Supervisory Officers' Association, the Ontario Association of Education Administrative Officials, the Ontario School Trustees' Council, the Ontario Teachers' Federation, and the pediatricians of the Ontario Medical Association.

COMMISSION TO INQUIRE INTO THE DISCRETIONARY LOCAL LEVY FOR EDUCATION IN METROPOLITAN TORONTO

In July, Bruce Bone was appointed as a one-man commission to examine the discretionary-levy provisions available to school boards in Metropolitan Toronto. The appointment of Mr. Bone, Vice-President and Associate Treasurer of Noranda Mines Ltd. and a former chairperson of the Metropolitan Toronto School Board, was the result of a commitment made earlier in the year during the passage of Bill 127. G. Douglas Spry, former Executive Co-ordinator of the Ministry of Natural Resources' Finance, Planning, and Evaluation Group and former director of the Ministry of Education's School Business and Finance Branch, acted as executive secretary to the commission. Mr. Bone met with representatives of the Metropolitan Toronto School Board and the boards within Metro Toronto prior to reporting in February.

THE PROVINCIAL SCHOOLS AUTHORITY

The School Management Committee was established in 1975 to act as the bargaining agent for the Ministries of Correctional Services, Education, and Health, all of which employed teachers. The decision to give provincially employed teachers the same bargaining rights as school-board-employed teachers has, under the School Boards and Teachers Collective Negotiations Act, 1975, necessitated the creation of the Provincial Schools Authority. The authority is the official employer of the provincial teachers and negotiates on behalf of the ministries with the organization established by the teachers to represent them. It has also dealt with problems arising out of the administration of the agreements reached.

ONTARIO EDUCATION SERVICES CORPORATION (OESC)

The OESC was established in the latter part of 1980. Its goal is to enhance Ontario's position in international business by:

- supporting the private sector by facilitating the inclusion of educational or training components into international capital projects;
- undertaking educational activities directly;
- seeking government-to-government relationships that encourage contracts that involve education or training.

Mr. D.C. McGeachy of London, Ontario, was appointed chairperson of the corporation's board.

On March 1, 1984, the OESC was merged with the Ontario International Corporation.

THE LANGUAGES OF INSTRUCTION COMMISSION OF ONTARIO

The Languages of Instruction Commission of Ontario was established in 1973 to help resolve conflicts between school boards and parents over the provision of educational programs in the language of the minority group, whether it be English or French. The commission meets monthly to consider matters referred to it by English-language or French-language advisory committees, including recommendations submitted by such committees, or, in the case of boards that have no formal committee to deal with such matters, by groups of rate-payers.

Since its inception the commission has been able to bring most issues referred to it to a satisfactory conclusion and continues to work on those that have not yet been resolved.

The following agencies and commissions, which report through the Ministry of Education, have tabled their annual reports before this assembly: the Teachers' Superannuation Commission, the Education Relations Commission, and the Ontario Institute for Studies in Education.

SUPPORT DOCUMENTS

OTHER

This is a partial list of publications issued during the 1983-84 fiscal year.

GUIDELINES

Computer Studies, Intermediate and Senior Divisions, 1983 (English and French)

Guidance, Intermediate and Senior Divisions, 1984 (English)

Black Studies (English only)

Days to Celebrate (French)

Drama, Primary and Junior Divisions (English and French)

Music Is Special, Children Are Special (French)

Personal and Societal Values, Resource Guide (English)

Science in the Primary and Junior Divisions (English)

Spelling: A Communication Skill (French)

After 8?, 1984 (English and French)

CEDSS: A Manual for Implementation (English)

Circular 14, 1983 (bilingual)

Circular 14A, 1983 (bilingual)

Circular 14B, 1983 (bilingual)

Directory of Education, 1983-84 (bilingual)

Directory of School Boards, 1984 (bilingual)

Education for a Multicultural Society (English and French)

Education for Tomorrow: The New Secondary School Program in Ontario (English and French)

Education Ontario (quarterly tabloid, English and French)

Education Statistics, Ontario, 1982 (bilingual)

Horizons, 1984-85 (English)

Ontario Schools, Intermediate and Senior Divisions (OSIS) (English and French)

Ontario: An Informal History of the Land and Its People (English)

Parents' Guide to Career Planning for Children (English and French)

Skills (newsletter, English and French)

Tour d'horizon, 1984-1985 (French)

Using SGIS: A Handbook for Counsellors and Teachers (bilingual)

